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**Bulletin**



TWO SCORE YEARS . . . AND THEN?

SATISFACTIONS OF TEACHERS

JULIA L. DUMONT

EDUCATIONAL MISSION TO KOREA

WOMEN IN KOREA

THE TEACHER PLUS

TOWARD INTERNATIONAL UNDERSTANDING

ON THE SHELF

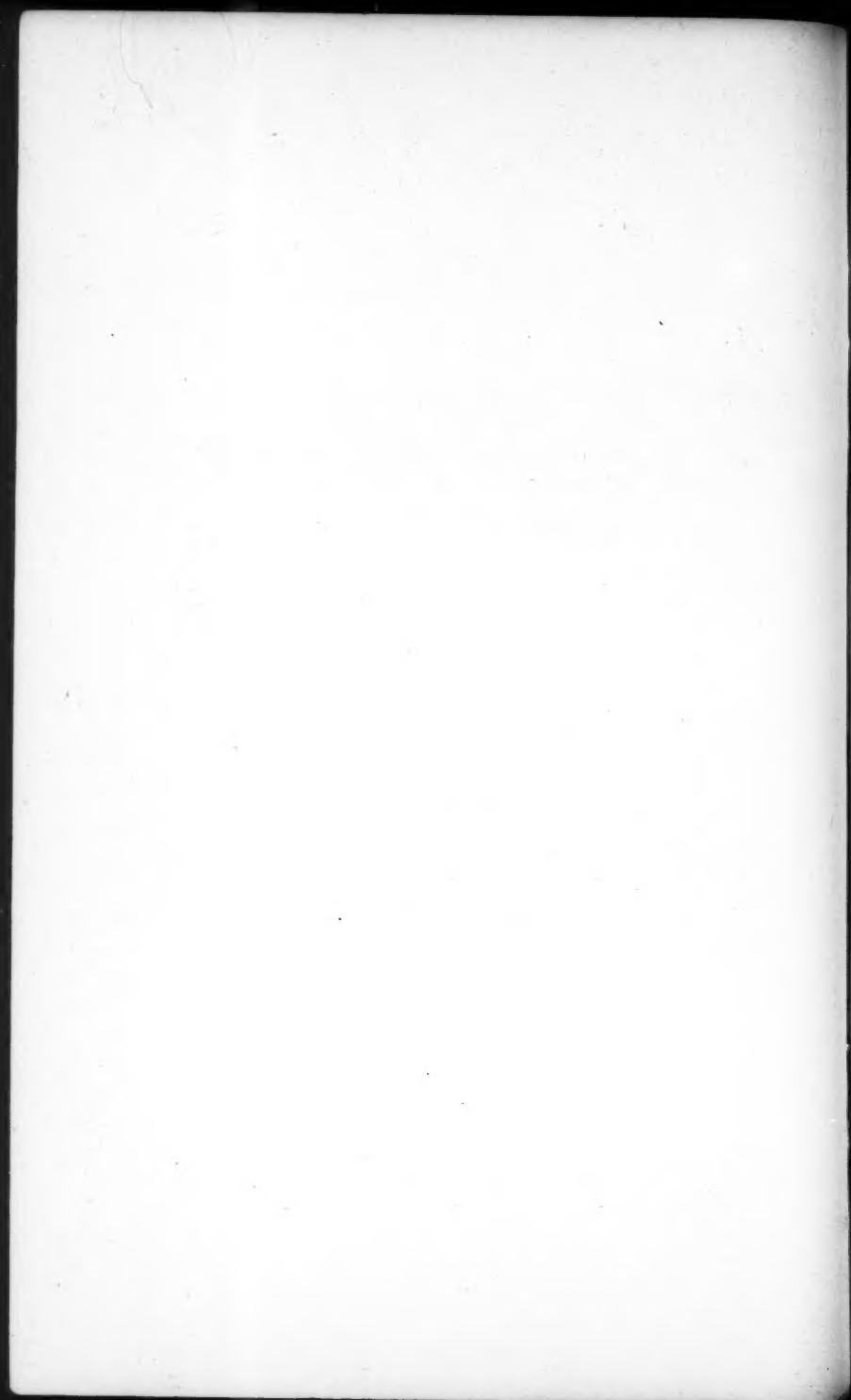
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THE

DELTA KAPPA GAMMA

# *Bulletin*

SPRING • 1949



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# The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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## THE DELTA KAPPA GAMMA BULLETIN

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## About Our Contributors

The author of "Two Score Years . . . And Then?" is a member of Epsilon Chapter in Des Moines, Iowa. Widely known author and lecturer, she is assistant editor of *Midland Schools*, official journal of the Iowa State Education Association. You will agree that Miss Wagner has an unusual gift for pungent phrasing.

Maude Williamson, who wrote on the "Satisfaction of Teaching," is Professor of Education in charge of Teacher Training in Home Economics at Colorado A and M College. She is vice-president of the state organization and occupies an important position in the American Vocational Association. She was chairman of the committee responsible for the research in the article which she wrote. She is co-author with Mary Lyle of Iowa of the text, *Homemaking Education in the High School*.

Ora Lee is the charming and efficient executive secretary of the Indiana state organization. Mrs. Lee has for years been active in Delta Kappa Gamma circles and has contributed richly of her time, energy, and thought.

Agnes L. Adams of the National College of Education, Chicago, had a rich experience as a member of the United States Educational Mission to Korea. She did not forget Delta Kappa Gamma while she was there, however, and her reports and letters have been an inspiration.

The University of the State of Florida claims Kate Wofford on its faculty and is justly proud of her contributions to education. Dr. Wofford, it will be remembered, was the recipient of the \$1,000 Educator's Award given by the National Organization in 1948 for the most significant educational contribution written by a woman during the past three years.

Virginia Felder is one of our members in Hattiesburg, Mississippi. She delivered this address on "The Teacher Plus" at one of our meetings last spring and impressed her hearers so favorably that they persuaded her to send the manuscript to the editor. We are glad to have this thoughtful contribution from a member of the Hattiesburg, Mississippi, Chapter.

Miss Margaret Boyd is the current National Vice-President, is past president of the Ohio state organization, and its present executive secretary. Miss Boyd has been an indefatigable worker in the interests of understanding among teachers here and abroad. She has been a vital force in the program of the NEA and was a staff participant in the seminar which she describes in the article, "Toward International Understanding."

We are always glad to feature articles by some of our members whose rich experience and sane outlook on life and people qualify them to suggest to the rest of us a philosophic view. Mary Edna Flegal was Director of Art at the State Teachers College at Indiana, Pennsylvania, until 1941 when she retired. Her retirement marked the culmination of a long, distinguished career in the service of education. We are happy to present her article which, with characteristic humor, she titles "On the Shelf."

Dorothy M. Warner is a member of the State Department of Education in Pennsylvania whose special field is work with exceptional children. You will agree that she has made a distinguished contribution in her recital of the work of Special Education Services in Pennsylvania.

From Mary E. Teeter, Theater Librarian in the Dependents Schools in Germany, we received the interesting letter titled "Delta Kappa Gamma Overseas." You will enjoy reading it, and you will understand why so many of our members who have had the privilege of work abroad find it an exhilarating experience.

In Talladega, Alabama, last year the Zeta Chapter sponsored a pilgrimage to old southern houses described in the article by Mary Welch Lee and all within a few miles of the home of the chapter. Accompanying the news note that the chapter had sponsored such an expedition was the charming article which we present to you, "Old Alabama Homes." Mrs. Lee is not a member of Delta Kappa Gamma but is an active leader in the County Home Demonstration Groups. A gracious, lovely, southern lady she epitomizes the charm of the life of another generation that she describes so vividly. We think you will enjoy this article.

# Two Score Years . . . AND THEN?

RUTH H. WAGNER

THE youngsters in a Dallas County, Iowa rural school were discussing atomic energy. May Hills, county superintendent of schools, was trying to impress upon the children the need for good laws throughout the world as well as the dangers of war in the atomic age.

"What is it that all of us adults fear most, these days?" she asked. "What is it that your fathers fear most . . . and your mothers fear most? What is it that I fear most?"

A little hand went up, waving vigorously. Miss Hills beamed. "Well, Carl, what is it that I fear most?"

Without a moment's hesitation Carl leaped to his feet and shouted, "OLD AGE!"

And certainly, with the deadly aim of the very young, Carl had struck the Achilles Heel of the vast majority of adults—especially women. For huddled together under the worn and shabby cloak, "old age," is a veritable host of "fema-phobias." They range all the way from ill health, loss of income and prestige, and loneliness, to just

plain orneriness, and contrariness—and in about that order, scientists say. And, taken en masse, they hit closer home than the bomb which fell on Hiroshima.

Some women feel that they have a perfect right to their fears. Haven't they outdistanced the men in their average lifespan, they point out? (Ours is 69 years and the men's, 63.) Isn't it true that many women fade earlier than men—thus saying good-bye to their physical graces as a source of male companionship? And what about the dangerous 40's when the doctors, beauticians, and fashion experts are definitely in league against them. What woman, they ask, can put to rout the depressing effect of bi-focals, a sagging chin, a new dental bridge and the middle-aged spread (not to mention the menopause) all of which are clearly marked signposts, saying, in effect: "The End of Youth—This Way to Middle Age."

The answer to a lot of this whoop-de-do is simply "fiddlesticks!" But it is mighty discour-



aging, nevertheless, unless you're willing to do some straightforward rather than wishful thinking and then do something about it! Medical science has added more years to our lives, but doctors and mental hygienists—and nearly a million teachers—just haven't had time to catch up by adding more life to those years.

**F**OR, clearly, teachers will have to play a leading role in the improvement of mental hygiene in our nation. Peace of mind, goodness knows, has its own rich reward and many of our senior teachers have admirable mental health for their middle years of service. And fortunately for the next generation they are, by the same token, ready to equip our youth with armor for body and soul. But the untold thousands who are lonely and insecure are not ready to help get the job done. Often withering under a tyranny of mediocrity, they can't pass on, either by precept or example, that which they do not possess.

Overdue as it is, some progress has been made through the organized efforts of state and national education associations. They are gradually alleviating some teacher fears through retirement, continuing contract, and sick leave laws, and the day-by-day molding of public opinion about teaching. The example of Portland, Oregon, in meeting teacher problems of homelessness, loneliness, and orientation—the end result of which

was to make them feel they were "citizens of a town"—was done on an unprecedented scale and could be duplicated in every community in the country. But if we're to succeed there is a whale of a job to be done by the individual teacher herself—and right now!

From a former teaching colleague the writer recently received this unexpected message: "You'll be surprised to hear that I'm giving up high school teaching. It's just that the nearer I come to 40, the more I realize that teaching today demands *youth*. Besides, I have only to look around me to know that in a few years it will be too late. Do you remember Dorothy? Well, you'd never know she was the same person. Sometimes she just screams at the kids . . . and in the teacher's rest room at noon she always finds something to complain about—mostly teaching. And Mildred? Well, somehow she didn't grow. You remember how she always taught with the same yellowed notes—the sheets crackled and fell apart when she unfolded them—and in history, mind you . . . Jane became bitter after all her sisters married and had children—and she remained single. And you remember she had put them all through school . . . I . . . well, I just can't pay that price to continue teaching."

**H**ER letter disturbed me more than I cared to admit. Fresh from the university, Mary and I had begun our teaching careers on

the same day, in the same school, and had taught side by side for nearly a decade. Of all of our faculty circle, she probably held the greatest promise of being "a teacher who is a person." None in our group had a finer attitude toward teaching, nor more consistently dropped the coins of hobbies, interests, and gay vacations into her mental health piggy bank.

SO NOW—nearly two decades, a war, an atomic bomb, and several thousand teachers later—I am more convinced than ever that the "what to do about it" is still an individual problem. Your state legislature, for example, may one day pass a new or better retirement law and give you \$100 a month for life—but until it does you'd better be on the look-out for your own security in those post-earning years . . . Maybe that in-a-rut feeling is physical—in which case you should have a thorough check-up; but maybe it's psychological—in which case it's up to you to take the trip, buy a daring hat, or develop the hobby which may stir you from your lethargy. The school district may furnish a teacherage in which to live, but it cannot furnish you with a job attitude nor give you that inner glow of sound mental health. That's up to you!

A Chinese philosopher once said, "The longest journey begins with the first step," which in this case undoubtedly means a frank self-evaluation. For you may have

yielded to one or more of what might be called the "Five Temptations" of teaching—(1) the temptation to become dowdy of dress and poorly groomed; (2) the temptation to delay getting started on financial security; (3) the temptation to "just teach" and then retreat to inactivity; (4) the temptation to cling to your family for emotional support at the expense of real friendships; and (5) the temptation to neglect the spiritual at the expense of living without a philosophy of life.

1. *The temptation to become dowdy in appearance.* Now if dowdiness was the co-equivalent of a fat bank account—in other words, if it saved you money—there might be some excuse for those "sensible colors" and mature designs in dresses and hats! But, by jiminy, what with sewing lessons given free with a new sewing machine, and lessons on color, style, and accessories as close as the nearest newstand, there's no reason on earth for a drab-looking teacher—regardless of her age or salary!

TRUE, a gracious, contented and stimulating woman (we're coming to that!) will always be welcome at any age, regardless of the state of her figure, but if she has acquired those qualities of mental health, she's also likely to be "a fine figger of a woman." She's probably common-sensible enough to know that it's smart, as well as economical, to be a perfect 14, 16, or 18

in which case either inexpensive or expensive clothes look like a million.

"Two things are the 'sine qua non' of happiness in middle years," an eminent woman physician stated recently. "They are (1) your willingness to have an annual physical check-up even though you are perfectly well, and (2) your habits of living. Habits will *make* or *break* you."

**C**ERTAINLY keeping fit, as well as being well groomed, are matters of habit. And a trim figure, well-kept nails, gleaming hair, that scrubbed look—and even immaculately white gloves—are within the reach of every teacher.

2. *The temptation to delay getting started on financial security.* Looking back upon those "must" courses in Education in college, one wonders why we were left to learn by grim experience about the principles of budgeting in favor of memorizing the "seven cardinal principles of education." Minimum savings—of bonds, annuities, home payments, et al—is generally considered to be at least 10 per cent of your gross income, although many teachers who have now reached 40 are watching out for the lean years, in these good times, and have now increased their savings to 25 per cent of what they earn.

Closely related to this are housing and housing costs. And mark this well, all ye who live alone—(1) it's far more economical both of time and money to team up in

2's and 3's (there's less waste, less duplication of marketing and meal-getting effort, etc.); and (2) it's foolish to pay all the way from \$35 to \$75 a month to live in an accordion-pleated apartment when that same expenditure will permit home ownership. Having just made the fourth payment on an FHA loan which makes a charming bungalow her home, the writer can testify to the surging thrill of security which home ownership brings—the kind Lucretia Penny must have known when she wrote "Ownership":

You get the key. You get the deed.

A yard is yours to water and weed.

A house is yours to curtain and keep.

A flagstone walk is yours to sweep.

Earth and walls and roof above.

Yours to worry about and love.

**A**DVICE on financial security should be sought, outside your family, from one or more trusted bankers or financiers. For surely no teacher can hope to achieve peace of mind without a minimum of health and accident insurance, regular savings, and a roof over her head in later years.

3. *The temptation to "just work" and then retreat to inactivity.* You can generally spot these teachers by the sad look on their faces and their tendency to "talk shop" too much. After hours, they



usually retreat with a groan to easy chairs, or to a humdrum existence. If you asked them that all-important question, "What do you do in your leisure time?" they'd reply indignantly that the tag-ends of their so-called "leisure time" — after school, community, and clubs had taken the lion's share—weren't worth salvaging for any purpose!

How right they are—unless, of course, they have made up their minds that the salvaging of part of those precious weekends, holidays and summers is important to the preservation of their mental and physical health.

**I**F YOU don't have an honest-to-goodness hobby, you should try shopping around for one, just as you would for a new dress, and try it on for size. You probably have the beginnings of one in your secret heart or right in your attic, or at school, but you haven't given it the proper boost. For example, Miss Rheda Coates, a Burlington (Iowa) elementary principal, began a collection of more than 300 foreign and antique dolls with her own first doll—and because people have learned about her "old ladies home for dolls" very few in her collection have been purchased in "dens of antiquity." More than that she has become a real doll-ologist. Through study, she has acquired a thorough background in the history of doll making, and in her frequent addresses before mother-daughter banquets, she ex-

hibits her dolls, tells their case histories, and fills in with doll history. Needless to say, the extra money she earns comes in handy—and is earmarked for the purchase of more dolls.

Other interesting teacher hobbyists whom we know or have read about (1) collect, mount, and polish beautiful stones; (2) study navigation; (3) collect Christmas cards designed by the illustrators of children's books; (4) make silhouettes of children; (5) collect stamps as well as pursue international correspondence; (6) collect autographed Newberry and Caldecott Award (juvenile) books; (7) own a loom and do beautiful weaving; (8) work in copper and leather; and (9) do exquisite *petit point* and needlepoint.

Now all this is closely related to *imagination* which, according to George Lawton, author and psychologist specializing in problems of older people, is the key to building new lives for people over 40 or 50. "It is silly for older people to try to do the things that depend upon speed and muscle," says Lawton.

**A**ND speaking of speed, there are studies on measurements of abilities during maturity which indicate that the loss which occurs in the speed of our processes is about 10 per cent. "And if you recall that ordinarily we are not in a 100-yard dash in everyday living," comments Dr. Robert H. Seashore of Northwestern University, "we can just

take 10 per cent more time and still accomplish eventually the same thing."

Clearly, as George Bernard Shaw once said, "The secret of being miserable is to have leisure to bother about whether you are happy or not." So whenever there's a choice to be made between spending your evenings "talking shop" at a bridge club or retreating to your own richly stocked mind or an absorbing hobby—remember that the latter is the road which leads to psychological security.

4. *The temptation to cling to the family for emotional security.* Even more important than a home of one's own is a life of one's own, without dependence upon children or relatives for entertainment, companionship, or emotional support. This will depend largely upon the friends you choose. For as Marie Dressler once said: "Friendship is worth any hardship, any sacrifice. It is the one bloom that remains fresh and fragrant when the years have stripped our lives of frailer blossoms. Fame, money, health—these come and go. But real friendship persists. It belongs to the eternal. It can make an immortal of the humblest human."

Once your family ties are broken,

you may be left high and dry at 50 instead of being rich in friendships, with one or more of whom you could share a home and spend the remainder of your life.

5. *The temptation to neglect the spiritual at the expense of a real philosophy of life.* The ultimate in peace of mind is to be found in spiritual security which is above and beyond circumstance. The cry of the psalmist, "Oh, that I knew where I might find Him," is echoed by untold millions today. Life without a purpose is empty and meaningless at any age, but especially so in maturity. Indeed, the famous psychiatrist, Carl Jung, once stated that he never had a patient in the second half of life whose problem, in the last resort, was not that of finding a religious outlook on life.

Fortunately, there are women teachers everywhere who are happy within themselves and a delight to their students, parents, and friends. But their peace of mind is an achievement marked by persistence and determination which, as Calvin Coolidge said, "alone are omnipotent."

Two score years—and then it's up to you!



*Why do they leave? Why do they stay?*



## *Satisfactions of Teachers*

MAUDE WILLIAMSON

**M**ANY women enter the teaching profession; many of them leave it after one or more years of service. Why do they enter? Why do they leave? In order to find at least a partial answer to these two questions, as far as they apply to teachers of homemaking, the American Vocational Association and the U. S. Office of Education sponsored and financed a nation-wide study of those factors which influence girls to elect home economics as a sphere of study, to prepare to teach home economics and to remain as teachers, after they have entered that field of work. The last of these three was completed in 1948.<sup>1</sup>

Many of the results would in all probability be the same if a similar study were made of all wo-

men teachers. For that reason members of Delta Kappa Gamma should be interested.

The study was a cooperative project between the American Vocational Association, U. S. Office of Education, 46 State Departments of Vocational Education, and five colleges. Many more than a hundred leaders in home economics education contributed to the development of the instrument used to collect data, and advice and guidance of experts in educational research were available from the University of Tennessee, Iowa State

<sup>1</sup> *Factors Affecting the Satisfactions of Home Economics Teachers*. Committee on Research and Publications. American Vocational Association, Denrike Building, 1010 Vermont Avenue, N. W., Washington, D. C., May, 1948. Cost 75 cents. All quotations are from this report.

College, Colorado University, Colorado A & M, and the U. S. Office of Education.

THE instrument which was developed, given a trial run, and finally perfected and used, was so arranged that data were secured concerning the conditions under which the teachers worked, their load, educational preparation, and experience; their attitudes toward teaching in general; and their attitudes toward certain community, living and school conditions; toward their salary, load, family responsibilities; and toward the profession of teaching.

Complete returns were received from 4,216 teachers in 46 states. These complete returns were partially analyzed. For a more nearly complete analysis a sample of 971 was drawn, which statistical analysis showed to be adequately representative of the large sample. Space will not permit a complete summary of the conditions and relations found, so only those which would seem to be pertinent to all teachers will be given.

The job satisfaction of these home economics teachers did not depend upon the state or region in which they taught. No one or more states had a monopoly of satisfied or dissatisfied teachers.

About one-third of the teachers studied were married. They were teaching because they liked teaching, and they were better satisfied with their profession than were single teachers. These married

teachers were nearly unanimous in thinking that they could be successful teachers as well as good homemakers. They did not think that their family responsibilities made their teaching less effective than it should be, but the two jobs left them less opportunity for social life than might be desirable. Only one out of eleven thought that there was a feeling in the community against married women teaching. On the whole the reactions of these teachers "furnish little evidence or no justification for unfavorable attitudes toward the employment of married teachers" (p. 85).

LESS than two-thirds of the group thought that their colleges had given them lifelike preparation for their work. (Would this be true of teachers of other subjects and grades?) Over half of them wanted a job which would give them more freedom than teaching. Those who did not, tended to come from large towns. Two-thirds thought teaching limited their opportunities for contacts with people in other types of work and only two-thirds thought that teaching offered them opportunities for engaging in stimulating intellectual activities.

Those teachers most nearly satisfied with school conditions tended to like teaching, to plan to continue teaching, but not necessarily to be teachers of long experience. "It would seem that school administrators and school boards

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could do much toward raising the morale of teachers and decreasing the teacher turn-over in schools through improving those conditions which tend to result in dissatisfaction" (p. 33).

Most of the teachers thought their pupils enjoyed helping plan their work. Slightly over half reported that there was a fine spirit in the school. There seemed to be a significant relationship here with the size of high school, the very large and very small schools having the best records.

ONE-HALF of the group said that teachers in their school usually received recognition for work well done, but the size of the school had no relationship to this belief. "Since recognition is generally thought to be essential to emotional satisfaction—more attention, on the part of administrators, to developing ways and means for recognizing the work of teachers might contribute to a better morale among them" (p. 37).

Only one out of five of the group wanted to work under another administrator, but there was a considerable group who were "uncertain." About a fourth thought their administrators were autocratic. "Autocracy in methods seemed to relate to no one type of supervision and in the experience of these teachers did not seem to be as prevalent as some critics of the public schools would have us believe" (p. 40).

TWO phases of load of the teachers in this study were studied, the size of load as measured by means of the Douglass formula, and attitudes toward load. Attitudes toward load seemed *not* to be significantly affected by the type of school program, the school level, the amount of experience of the teacher or the size of the school, but were affected by the number of pupils taught, number of free periods, number of different preparations, extent of out-of-class activities, and the vocational nature of the program. Seventy-five or fewer pupils, four or five free periods weekly, about three different preparations daily, and not more than 10 periods of extra-class work seem to be associated with higher satisfaction with load.

Did the size of load influence the teacher's attitude toward school conditions? No such association was found, nor was there any evidence that teachers who were more nearly satisfied with the total job of teaching carried lighter loads. The opposite was found. "Load-size may be one factor in the satisfaction of teachers but heavier loads are more frequently associated with greater satisfaction with teaching than lighter ones" (p. 50). In other words it is not the load itself but the attitude toward that load which seems to be important in influencing a home economics teacher's satisfaction with her job.

Data for this study were collected in February, 1947, at a time

when the necessity for salary raises was being widely discussed but little decisive action had been taken. Since that time salary raises have been common, therefore the attitudes toward salary as found in 1947 may not be the ones which exist today. At that time salaries of this group of teachers ranged from \$1,000 to more than \$3,000. Three-fourths of them earned less than \$2,500, and over a third less than \$2,000. It is frequently said that the vocational teachers of home economics receive higher salary than the non-vocational, but this was not found to be true. On the other hand, the mean salary of the vocational teachers was \$2,046.50 and, of the non-vocational, \$2,294.00.

**H**OME economics teachers were found to be better satisfied in the larger communities, though "no significant relationship was found between the population of the community and how well she liked teaching . . ." However, the population of the community was related to the teacher's desire to change jobs. Some aspects of the community which were satisfying were a pleasant social life, acceptance in the community, and cooperation of people. Communities of less than 2,500 were thought to be uninteresting, lacking in cultural opportunities and health facilities.

"If home economics teachers are to be made satisfied with community conditions and thereby influenced to remain in a community,

the large community needs especially to work toward making teachers feel that they are accepted in the community, and receive cooperation when opportunity offers. People needs to learn to understand and appreciate what teachers are doing in the schools. The small communities on the other hand need to work toward improving health and cultural conditions—and to develop greater understanding and tolerance of teachers themselves, becoming less critical of their actions both personal and professional" (p. 71).

In regard to living conditions the study showed that home economics teachers like to live independently. "Some communities may need a definite program in order to provide satisfactory living conditions for their teachers" (p. 77).

The foregoing is a mere summary of some of the factors and relationships found in this nationwide study of the satisfactions of home economics teachers. Is it too much to assume that many of these factors are common to all women teachers? If so, can Delta Kappa Gamma do anything about the situation? Certainly our chapters, our individual members can bring some of the results of the study to the attention of their school administrators, school boards, and community leaders. Perhaps in time improvement in some of the conditions might result. Who is in a better position to do this than members of Delta Kappa Gamma?

# JULIA L. DUMONT

From a sketch by

ORA LEE, *Mu Chapter, Indiana*

Edited and arranged by Helen Marshall



MEMBERS from Indian camps had scarcely burned out when Julia Dumont began teaching in Vevay. Edward Eggleston, in *First of the Hoosiers*, described this pioneer teacher and mother of eleven as the wisest woman and the most successful teacher he had ever known, a veritable "Dr. Arnold in petticoats."

Julia Louise Corey was born in Marietta, Ohio in 1794, a few months after her father had been killed by Indians. The following spring the mother placed the baby in a saddle-bag, mounted a horse, and returned to her home state of New York. Here, until she married again, she supported herself and child by tailoring.

Mrs. Corey was an exceptionally well-educated woman and the author of the book *Lucinda*. She developed in her daughter a love of books and learning. At seventeen Julia Corey was teaching school and had written at least one poem.

In August, 1812, she married John Dumont, who had first become interested in her through her poetry. The following year the young couple moved to Cincinnati, where John Dumont became land agent for General William Henry Harrison. In 1814 they settled in Vevay, a town that was beginning to take shape in the center of the Swiss settlement on the Ohio. The Dumonts lost little time in becoming an integral part of the com-

munity and so remained for the rest of their lives.

Beginning about 1820 and continuing for thirty-five years, Mrs. Dumont taught school, first in an upstairs room, then in an addition to their home built for the purpose by her husband, and later in the first Vevay High School. It was said that in the earlier days of her teaching she often had a baby in a cradle in one corner of the room, a primer class in another corner, and an algebra or geometry class in another, and kept a competent eye on all three.

MRS. DUMONT did not agree with the prevalent idea of discipline and teaching method—the free use of the rod, the dunce cap, and such allied devices, and the fear that commendation for work well done might make the child vain and spoiled. Edward Eggleston who had been one of her pupils said her mastery over young minds was an inspiration, her sympathy with youthful thought and feeling was a sixth sense, and that her natural genius was the best of all that he had ever known. He lamented in 1879 that like so many of the early western writers, Julia Dumont was almost forgotten.

In the day before the railways when the West, shut in by the Alleghenies, had an incipient literature, Mrs. Dumont occupied no mean place as a writer of poetry and prose tales. Eminent literary persons of the time from Phila-

delphia and Cincinnati traveled to Vevay to talk with her.

However, it is as schoolmistress that Mrs. Dumont deserves a place in history. She knew nothing of systems but she went unerringly to the good by pure force of native genius. In her early life she taught because she was poor, but after her husband's financial status relieved her from the necessity, she taught for the love of teaching. She had already taught two generations when Edward Eggleston became her pupil.

"I can see the wonderful old lady now," he wrote years later, "with her cape pinned awry, rocking her splint bottom chair nervously as she talked. Full of all manner of knowledge, gifted with something like eloquence in speech, abounding in affection for her pupils and enthusiasm in teaching, she moved us strangely. Being infatuated with her, we became fanatic in our pursuit of knowledge, so that the school hours were not enough, and we had a 'lyceum' in the evening for reading compositions and a club for the study of history. If a recitation became very interesting, the entire school would sometimes be drawn into the discussion of the subject; all other lessons went to the wall, books of reference were brought out of her library, hours were consumed, and many a time the school session was prolonged until darkness forced us to adjourn."

Mrs. Dumont's library was by far the most complete of any of the



community. Included in it were Shakespeare, encyclopedias, books on philosophy and poetry. This wide variety of reading matter was at the disposal of the entire town.

Mrs. Dumont lovingly saw the best in everyone, and her pupils "worked in sunshine." A dull but industrious pupil was praised for his diligence, a bright one for his ability, a good one for his general excellence. The dullards got more than their share, for Mrs. Dumont went out of her way to praise the first show of success in a slow scholar. She was a person of infinite resource for calling out the human spirit.

**D**URING her teaching years, Mrs. Dumont's mother assisted with the household and the care of children, and Mr. Dumont, himself a lawyer, was a constant advocate and promoter of better education.

In addition to teaching and being a wife and mother, Julia Dumont was a voluminous writer. She was the first Hoosier to become known beyond the state through imaginative writings, and the earliest writer in the West whose poems, tales, and sketches have been preserved. Mrs. Dumont contributed to the *Western Literary Journal*, *Cincinnati Mirror*, *Ladies Repository*, and the *Literary Gazette*. Her "Theodore Harland" won a prize offered by the *Cincinnati Chronicle* in 1827. A short story, "Silver Sixpence," won a fifty-dollar prize and

won for her wide recognition. *Life Sketches from Common Paths*, her last published work, appeared in 1856, the year of her death.

A granddaughter, commenting on it, says: "Being written in the fifties, the stories are . . . very moral in tone and expressed in flowery language. The heroes are knights in shining armor or rather their nineteenth century equivalent, and the heroines are the proverbially delicate and shrinking damsels of romance. Stripped of some of their excess verbiage, the tales might be interesting even now."

Her poetry includes "A Fragment," "The Thunderstorm," and "To Samuel."

Among her pupils who later achieved distinction were Perret Dufour, Switzerland County's historian, George Cary Eggleston, and Edward Eggleston.

**S**EVEN of Julia Dumont's children lived to maturity. The second son, Ebenezer Dumont, was a teacher, lawyer, banker, soldier, member of the National House of Representatives, Lieutenant Colonel in the Mexican War, and rose to the rank of Brigadier General in the Civil War, and was appointed governor of Idaho Territory. Her fourth and youngest daughter followed her mother as a teacher in Vevay.

The century-old influence of Mrs. Dumont in education and civic affairs lives in and is perpetuated in the Julia L. Dumont Club.

*In perhaps no other country has education been held in higher esteem.*



## EDUCATIONAL MISSION TO KOREA

AGNES L. ADAMS

**I**N ITS attempt to establish a democracy, the new Korean government wisely saw the strategic place of education and set about to reorient it, from its forty years of authoritarian domination, to a more democratic pattern. As one step toward such democratization, the Korean Department of Education, with its American advisors,

conceived and made plans for a Teacher Training Center for the summer and autumn of 1948, this center to be located in one of the buildings of Seoul National University and to be manned by a staff of educators from America. Thus it was that on August first, with a faculty of twenty, such a center opened its doors to the first of two



student groups, each numbering nearly four hundred carefully selected Korean educators, who came from all the provinces south of the thirty-eighth parallel.

What an interesting group they were—men, and a few women, in their twenties to fifties, clad in white, faces earnest, tense and inscrutable, yet responsive to the friendliness they found in the faculty. There were classroom teachers, principals and supervisors from primary, middle, and normal schools, with a few provincial supervisors and other education officials.

**T**O SENSE at all adequately the problems of such a group it is necessary to understand a bit of the history of Korean education. In perhaps no other country has education been held in higher esteem than in Korea, where for centuries the educator has been revered. As we examine Korean education we find three strong influences, traces of which are yet visible.

From China, Korea borrowed its first educational system as well as its literature and religion. Nearly every Korean village had its "sohdong" where boys sat chanting the sounds of the Chinese ideographs, and in it mastered the classics and acquired literary style sufficient to compete successfully in county, provincial and, finally, national examinations. While the sohdongs have largely disappeared, their influence is still evident in all schools, in the academic cur-

ricula, and in the emphasis placed upon the subjective examination. Early Occidentals coming to Korea found an education barren and formal, remote from the needs of life and with contempt for the learning of the Occident as well as for its own vernacular writings.

**K**OREA'S first "modern" school, opened in 1886, was a mission school. Missionaries translated the Bible not into the scholarly Chinese ideograph but into Korea's neglected phonetic script, or "hanguel." Mission schools were crude, yet they gave the pupils the 3 R's in Korean and also something of world geography and history. Though in 1896 the Korean government asked for and received American advisors in education and had promulgated the first ordinance opening the way for a system of public primary schools, it is not surprising that little progress toward universal education had been made before 1904 when Japan entered Korea and forced a treaty of alliance, which was shortly followed by a protectorate and then by annexation. The Japanese pattern of education for Korea, as stated in the Educational Ordinance for Chosen in 1911, read in part: "The essential principle of education in Chosen shall be the making of loyal and good subjects by giving education on the basis of the Imperial Ordinance concerning education . . . special attention being paid to the engendering of national characteristics and the

spread of the national (Japanese) language." Though the early plan was for four years of primary school, and, for a small minority, four additional years of "secondary education," the basic principle that education was for the purpose of making loyal subjects for Japan was held to the end and was greatly intensified from 1935 on. Never in even the most liberal regimes did more than half of the children of Korea receive any education. For this Koreans paid, directly through tuition and indirectly through taxation. From the Japanese domination there remain in Korea a large number of school buildings, including the good buildings of the University, a fair amount of school equipment, a good knowledge of the Japanese language, some training in the elementary subjects, and a few people with higher and specialized education. But Koreans feel they have paid for the buildings and equipment, and they bitterly resent the Japanese attempt to crush out the Korean written language and even public use of their spoken language.

**I**N the secondary and higher education, from one-half to three-fourths of the places were reserved for Japanese, so, in nearly all government higher schools, Koreans were in a minority. Education was highly centralized, almost every conceivable item in the educational program fixed by central authorities. Lecture and drill were the

chief methods used from the first grade on, with no development of individual thought and initiative. Forty years of such authoritarianism cannot quickly give way to democratic methods stressing individual initiative and participation.

Against such a background the Military Government attempted to encourage, stimulate, and reorganize the educational system. However, few Korean educators had had any administrative experience, since Japanese had held all such positions. With the assistance of the Korean Commission on Educational Planning, though teachers and other educational personnel were few, schools were opened and a national department of education was organized. The immediate purpose of the National Department was to democratize the Korean educational system and to provide for universal education as rapidly as the Korean economy would permit. Difficulties in achieving these purposes are readily seen, difficulties not only economic in nature and due to scarcity in trained teaching personnel, textbooks and buildings, but also to the fact that the "thinking ways" of a people change slowly. In the new elementary curriculum, Korean educators made a concerted effort to abolish the Chinese classics and institute a social studies curriculum but met with some opposition, due to lack of understanding and to such radical departure from ancient custom.

Every available building has

been pressed into use to make way for the nearly three million primary school children now in attendance. Even so, a double-shift program is often necessary with an average enrollment of seventy children to a room. With this greatly increased number of children and the change to Korean as the basic language, thus demanding new textbooks, the time when sufficient texts can be prepared and placed in the hands of all children is yet far distant.

THE present organization of Korean education is six years of primary school and six of middle school, of which the last three may be either college preparatory or specialized-technical, agricultural, commercial, or normal school. Only 16 per cent of eligible high school students are now provided for, however. Since the Korean economy cannot yet afford universal high school education, there must, for many years, be reliance upon some form of selectivity. The curriculum of middle schools, like that of primary schools, is highly formalized, with little opportunity to relate education to current problems of the community and nation and little provision for giving students first-hand experience, even in vocational and practical arts.

Not more than fifty institutions of higher education have yet been approved by the Bureau of Higher Education, though requests for approval are frequent. Though most schools are becoming co-education-

al, four women's colleges still exist.<sup>1</sup> Seoul National University, now three years old, is a combination of nine schools which are gradually but surely achieving unity and identity.

Out of such a background, then, came students to the opening of the Teacher Training Center. Courses which had been planned were quickly filled, first those with men as instructors, next those in administration and supervision, and finally courses in human development, in curriculum, science, social studies, language arts, music, art, health, and physical education,

<sup>1</sup> Women's colleges: Ewha Women's University, Central Women's College, Suk Myung Women's College, Women's Medical College.



to name only a few. Procedures not unlike those to be found in our best American colleges were employed by instructors to discover and meet the needs of individual students. Since only a small proportion were able either to speak English or understand it when spoken (though many have a degree of reading skill), all instruction was with the aid of interpreters. With an excellent interpreter it was interesting to see how quickly this hindrance to ready communication moved from first place in the thinking of both instructor and students. Unfortunately there were few reference books available in Korean with which to further the understandings discussed in class, but teacher-prepared mimeographed materials were in great demand.

**A**T FIRST, in all classes came the oft-repeated request for lectures and for telling about American education. Gradually, however, students discovered the values of and gained some degree of skill in group discussion, in committee work, in first-hand exploration, and in forms of expression besides the exclusively verbal. It was indeed gratifying to note the growing sense of "we-ness" in classes, not only among students but between students and faculty. Every attempt was made to relate the work to the school and community of each student, and to develop methods of working rather than to

merely add to their storehouse of knowledge.

A nearby primary school, typical as to numbers and building but provided with selected teachers and extra supplies, was used as an "Experimental School" and guided by a member of the American faculty. It was interesting to both students and faculty to observe changes taking place in this school. Unison, mass methods began to give way to group and individual work, and a growing sense of interest and freedom was everywhere evident. Group murals began to take the place of tiny, copied art work. New and vital reading materials were created in several classrooms. Student evaluation of observation in the school was at first all negative, though pertinent. It took time for instructors to discover that such negative analysis was practiced by all Korean supervisors, skill in finding the wrong being the mark of the supervisor's ability! Concern for superior and successful procedures appeared a wholly new concept and greatly impressed students. They grew not only in skill in such constructive criticism but in understanding of its psychological implications.

**A**DDITIONAL opportunity for the practice of democratic techniques and procedures was provided by a school council composed of students and faculty, by joint committees, and by division of the student body into "home rooms," each with a student chairman.

As the Teacher Training Center closed, students and faculty alike separated with sincere regret, feeling that for all it had been an unforgettable and valuable experience not only in international understanding but also in human relationships and in clarification of concepts. In the minds of students, perhaps, as in those of the faculty, lay unspoken questions. To what extent would the newer "thinking ways" started or furthered at TTC endure as teachers and administrators return to their schools? Would knowledge and conviction be sufficient to stand against the forces of tradition, indifference, and opposition which are inevitable?

Would the Ministry of Education lend adequate support and encouragement to students' democratic efforts? Where could they secure materials, in amounts at all adequate? And finally, can there be maintained a sufficiently close and continuing relationship with outside democratic forces to give the encouragement and inspiration necessary to withstand the difficulties and discouragements which are bound to arise? Possibly with you, the readers, lie some of the answers.

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NOTE: For material on the history of Korean education, the writer is greatly indebted to Robert H. Gibson, Director, American Department of Education in Korea.

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Edna Dean Baker, internationally known pioneer and authority in the field of nursery and elementary school education, and president of National College of Education in Evanston, Illinois, for the past 28 years, will retire September 1, 1949. Miss Baker succeeded the famed founder, Elizabeth Harrison, and has built the school from the enrollment of 200 to more than 900. Today the college owns over a million dollars in property, buildings, and equipment and has, in addition, endowments and scholarship funds totaling \$200,000. Its graduates are teaching in every state of the Union and in 21 foreign countries.

This note is particularly interesting to Delta Kappa Gamma women because Miss Baker was selected as one of the two national honorary members in 1947, and we regard her as one of our most distinguished members. We salute Miss Baker at the peak of a distinguished career, and we wish for her many years of continued happiness.

# WOMEN IN KOREA

## Their Status and Needs

THE room was long and narrow, with a ceiling low enough to contain it cosily. Korean scrolls of birds and flowers in the delicate tracery of the Orient covered nearly all of the available wall space, thus giving the place the color and grace needed to make it something more than merely a room above a restaurant in Seoul. Seven women—five Korean and two American—occupied the room. They sat, oriental fashion, on the floor thus to eat and talk. All of the women, regardless of their nationality, occupied responsible professional positions, and all were devoted to the future of Korea. Talk turned easily from pleasantries to the high cost of living, to the differences in Korean and American culture, and at long last to the place of women in Korea—that newest of all the world republics.

KATE WOFFORD

"Tell me," said finally one of the American women, "what you consider the outstanding needs of the modern Korean women." And these were the needs listed:

*First, economic independence for Korean women should be protected by law.* Apart from her husband or father, the average woman of Korea has no economic independence. She cannot legally own nor dispose of property, nor can she spend without male permission the money she earns by her own efforts. The wife does not have even the legal right to use her husband's name, but retains her own. Concession is made to her marriage status in that she is permitted to use *Mrs.* instead of *Miss* preceding her maiden family name. The Korean woman must bear all of these injustices in spite of the fact that she belongs to one of the hardest working groups in the world. Korean women work all day, long into the night, at all types of jobs and under all sorts of working conditions. They are skilled and essential workers in agriculture, since their labor is peculiarly suited to rice culture, which is basic to Korean economy. Moreover, the labor of women is





necessary in the "cottage industries" characteristic of Southern Korea. These are household factories run by and for families for their own profit. How profitable these home industries are is borne out by production figures. In 1938 the production in *Won* (Korean money) of home factories equalled approximately one-third of that produced in commercial factories.

**A**S IN the United States, Korean women work also in stores, in offices, and in the professions. The professional group, composed largely of teachers, is small in number but on the whole is well educated and sensitive about its rights as new citizens in a new republic. Unless the Communists in North Korea take over the country, leadership for Korean women should come logically from the professional group; in fact, it has come already. Miss Louise Yim (Young Shim), herself a former school teacher and founder and President of the Central Women's College in Seoul, is now a member of President Rhee's cabinet, occupying the important post of Director of Commerce. While not a militant feminist, Miss Yim has the respect and confidence of the women in Korea. Indeed, she stands for something important to women everywhere.

The life of a Korean woman is closely interwoven by marriage into the home. She may work, but the chances are high indeed that she is married and is a mother. Perhaps one of the most vivid mem-

ories of a visitor to Korea will be that of a Korean woman, a baby strapped to her back, patiently bent over her work, symbolizing at one and the same time her role of wife, mother, and worker.

*Second, the Korean women need equality in opportunities for education.* Because of their inferior status, assigned by custom and made permanent by culture, the Korean women are believed by Korean men to be truly inferior to themselves. Treatment of this inferior status extends to schooling. Japanese domination of the educational system prior to liberation is, in part, responsible for the unfair differentiation in education between men and women. For example, women were discouraged in their aspiration for high school and college education, and high social approval encouraged early marriages and motherhood. Nature and custom make a strong combination which only the strongest can withstand, but even the women who persisted in attempting higher education found further difficulties placed in their paths. Once in high school, girls were placed at mental tasks less difficult than those assigned in the middle schools for boys. "The female mind," said the Japanese masters, "cannot be pushed beyond its limit. Consequently, easier textbooks must be provided for girls and less mental effort required of them than is required of boys." The Japanese might as well have added, "And Korean women may have less

well educated teachers and poorer buildings, and equipment," because, in fact, these are the conditions which prevailed under the domination by the "little men" from the Land of the Rising Sun. While educational conditions are improving in the Republic, women are in general impatient that reforms, here as elsewhere, come slowly. With the exception of a few middle schools in Seoul, the capital, there is no co-education to speak of above the level of the primary school. A recent edict by Dr. Ahn Hoseng, the Minister of Education, restricting co-education in Korean middle schools is a further discouragement to those interested in the education of women.

Finally, the women in Korea wish social equality. It is difficult for western women to understand the social status of Korean women and *vice versa*. Korean women are as much puzzled by the easy rapport existing between the men and women of the West as these are confused by the complex social relationships existing between the sexes in the East. If one is invited to a conservative Korean home, the wife will personally cook the meal and serve it, but she does not eat at the table even though there are western women present. Her husband acts as both host and hostess, giving directions to his wife for service, as she acts as server and minister to him and to his guests. Only the advanced and westernized Korean men and women appear on



the streets together, attend plays and concerts, and eat together in public restaurants. If it is necessary for husband and wife to appear on the streets at the same time, the wife respectfully keeps her distance about five paces behind the retreating back of her husband. Relationships between the sexes are closely regulated by Korean culture. "Marriage is almost universal. According to the 1930 census, 66 per cent of the women aged 15 to 19 and 96 per cent of all women from 20 to 24 were married. Only one-fifth of one per cent of women above 50 were unmarried."<sup>1</sup>

Social relationships in marriage are always important because, if husbands occupy a superior status in the partnership, this fact is reflected in all male-female relation-

<sup>1</sup> Oliver, Robert T.: "The Republic of Korea Looks Ahead." (Part II) *Current History*, October 1948, p. 220.



ships. Moreover, to occupy an inferior status indefinitely is to violate something important and vital in personality development. Neither sex in the process can escape the pressure of their roles. The slow acceptance of feelings of inferiority by the oppressed and superiority by the oppressor is one of the most arresting phenomena of social groups. Neither men nor women in Korea can expect democracy to take root and flourish in conditions where half the population occupies a status inferior to the other half. Public schools, colleges, and universities are good places to initiate social as well as educational equality for women.

Night darkened outside the little room. Talk slackened and finally fell apart. Each woman present began to wonder about transportation, difficult at best and almost impossible to secure once night has

fallen in the blacked-out city. During adieu, one of the Korean women lingered. "You," she said finally to one of the American women, "had to work hard for equality and freedom in America. We understand that neither is fully achieved in the United States. To meet all of our needs will take time and work. These are in our favor because the women of Korea know a great deal about both."

NOTE: The women participating in this discussion were: Miss Chu Hu, Suk Myong Girls High School, Seoul, Korea; Mrs. E. Soon Choi, Yim Ewha University, Seoul; Miss Emma Marie Kim, Ewha Woman's University, Seoul; Miss Shinsil Kim, Director of Physical Education, Ewha University; Mrs. Grace Chang, Principal, Kyanghi Girls Middle School, Seoul; Miss Young Yi Kim, Director, Music, Ewha; Mrs. Marie Puk Lee, Director, Literary Department, Ewha University; Miss Agnes Adams, National Teachers College, Evanston, Illinois; and Dr. Kate V. Wofford, College of Education, University of Florida, Gainesville.

From Miss Joan M. Camp, a British exchange teacher who taught in America during the 1946-1947 school term, we have this observation:

"American schools do much to teach the theory of democracy in their social studies classes but too little to inculcate in the students habits of self-control and respect for the community, which are great civic virtues. In England, we do the opposite. In the organization of our schools we do much to train students in habits and attitudes which will make them useful members of society, but often allow them to leave school with no idea of the workings of democracy or of the citizen's duties. Both are lamentable failings."

*The businessman does home work too.*



## The Teacher Plus

VIRGINIA FELDER

**I**N MATHEMATICS *plus* means a combination of two like quantities into one larger, similar quantity. *Plus* connotes positive, which means more than zero, more than nothing. The Teacher Plus then is one who is understanding, not wishing to be understood; she is loving, not craving to be loved; she is giving rather than receiving. She brings love where there is hatred, where there is wrong she brings a spirit of forgiveness, where there is discord she brings harmony, where there is error she brings truth, where there is despair she brings

faith, and by self-forgetting she finds.

So the Teacher Plus is a teacher who is a member of a profession, not a jobholder, a person who combines years of training with a desire to serve as well as earn a living, and becomes an individual whose value cannot be reckoned in material terms.

Teaching is a profession of which she is proud to be a member. The results of her efforts to teach may not be what she would like them to be; in fact, all too

often, the results may seem to be zero or minus rather than plus, but she is eager to keep trying.

It has been said that the difference between a job done and a professional service rendered is that the job is relatively easy to judge; the ditch is dug or it is not; whereas a bad dentist can patch up his shoddy work later, or a bad teacher may cram children so that they can score well on certain tests or fill in a large number of workbook pages with an assembly line precision, there comes a time when the child's actual ignorance or poor habits of work will show up and stop him. The ditch digger is expected to remove so many cubic feet of dirt, but more is wanted from a teacher than the removal of so many cubic yards of ignorance. She is expected to diffuse good influence subtly, to cause the student to do what he ought to do whether he wants to or not, and to mold character by putting something of herself into each of her students.

THERE are countless attributes, personal, intellectual, and spiritual, which we might ascribe to the Teacher Plus. Foremost of the qualifications for such a teacher, in my opinion, is a liking for the profession of teaching. In a current issue of a popular magazine two hundred and two successful business men were interviewed, and it was found that more than 90 per cent of them *liked* their jobs. Not only must we like our

profession well enough to be actively enthusiastic about it, but we must feel that it has significance to society. Eighty-six per cent of the men confessed that they did homework. All were agreed that if you liked your job you did not feel you were being deprived of pleasures when you worked long hours at it.

Closely allied to a liking for the profession of teaching is a healthy mental attitude. In fact, it might be said that the two are reciprocal attributes, for it would be impossible to have one without the other.

IN a recent article in the *McCalls Magazine*, Dr. Carl Binger gave six guides to a healthy mind; use these as a starting point for a sort of mental inventory. "Our feelings, thoughts and acts must correspond in some degree not only to group standards, but to an outer reality. We must conform to some degree with the cultural patterns of the community. Our acts must be directed toward a realizable goal however remote, and the means we employ be adapted toward achieving the goal. We must not only possess realizable goals, but they must be constructive ones, related to social good. We must have the capacity for getting pleasure and satisfaction from what we experience. We must live life with energy, zest, and spontaneity."

A third attribute of the Teacher Plus is that she can face life squarely; she is not looking for an easy time. Difficulties have a contribu-

tion to make to each of our lives. We cannot evade them, for each evasion makes more of craven cowards of us. The Perfect Teacher held up before Himself and His disciples the form of the cross. Troubles, when satisfactorily met, mean we have added to our personality. In the final analysis the individual must stand alone, and that is as difficult as the first tentative physical steps of a baby. He must make decisions and accept responsibilities. Have you ever noticed that those who find the most fault, do the most complaining, are those who accept the least responsibility?

To accept life as it is, a challenge to her best, is a sign that the Teacher Plus is growing to her full stature. And what does such a struggle bring her? As Aunt Bessie in a current short story remarked: "I have more than most people. I have you (a nephew) and the lasting conviction that nothing is more important than possessing knowledge and the power to convey it to others."

THE Teacher Plus is a cultured person, a person who is able to discuss religion with a minimum of cant and emotion, who is able to discuss business and economics with a minimum of consideration of one's own financial gain or loss, who can discuss science or music, mathematics or literature as readily and intelligently as fond parents discuss the latest escapades of Johnny or Mary. The Teacher

Plus realizes that knowledge does not come to a person spontaneously, and through the years she adds to her store by study, reading, association with persons who stimulate her to learn. A lack of knowledge of any particular field is not a trait to brag about, as is all too often done. The Teacher Plus finds out enough about it to listen, at least, intelligently.

A cultured person can get along with other people, for she has mastered herself. She can make people feel it is a pleasure and a privilege for her to be able to associate with them. By her humbleness of service, her sincere interest in those around her, and a genuine love for her fellowmen, she is an inspiration to all who meet her. She knows that a college degree is not an education, but only the means for furthering later self-education.

True culture enables the Teacher Plus to have an awareness and appreciation for the finer side of life. For a time she may have to walk the streets with surging, scurrying men lost in their own anonymity, but she knows that such existence is but dust. She is rich, for she can see against the distant skies the hills, which raise her world to God. The Teacher Plus who has this appreciation passes it on to her students by helping them increase their knowledge and understanding.

The Teacher Plus knows that if she is to be happy she must know her appetites and how to direct

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them along useful channels rather than succumbing to their mastery. She can find satisfaction in the commonplace and live comfortably with herself and others. She recognizes her obligation to work with others, and of others to work with her, along lines that experience has demonstrated may be just to all. By continuous development of a true appreciation of the finer things of life she molds characters of her students into a citizenry which is a credit to any nation.

AND finally, the Teacher Plus can answer the Apostle Paul's question, "Thou therefore which teachest another, teachest thou not thyself?", by confessing that she is teaching herself all the time. For no person can effectively help others to learn unless she is keeping pace by learning herself. A student of mine who was entering the teaching profession once remarked to me, "I hope to stay young enough for my students to feel I understand their feelings, yet old enough to transmit some of the wisdom that comes with age." I

sometimes think it would be a good thing if each teacher had before her eyes this quotation from Alexander Pope's *Essay on Criticism*:

"A little learning is a dangerous thing;  
Drink deep, or taste not the Pierian spring;  
There shallow draughts intoxicate the brain,  
And drinking largely sobers us again."

Busy, yes, but in her very "busyness" the Teacher Plus is learning, growing, developing, keeping pace with the eager, avid, thirsty youth who fill each generation. Through her steady learning and growth she remains a competent builder, an architect who can face the future unafraid, for she is striving to be worthy of the task confronting her. She is as a builder building a temple, who builds not with mortar and stone, for they crumble and decay. The temple she builds is eternal, for she builds children's immortal souls.

# Toward International WI



THE culmination of a year's planning was reached this past summer in the International Seminar on Education held July 19-August 14 at the University of Maryland. Here forty-five teachers, representing eighteen countries, met in a setting and environment typically American to discuss educational problems distinctly international in flavor.

During the past year the international aspects of the teaching profession have been urgently presented in reports, discussions and addresses. Teachers have realized that the mobilization of education to win the peace must include not only work in the classroom and in the community but also in the professional organizations. Throughout the 1947-48 conferences, there have been presented lines of action which must be undertaken, if teachers are to live up to their opportunities and their desires to bring about a world condition where peoples may live out their lives free from war and the threat of war. Teachers have realized that the immense need of the children and teachers in the war-devastated countries for food,

clothing, medicine, and supplies must be met and have contributed generously to meet these needs.

This year, however, it was found that the way in which the members of the profession could best assist in the rehabilitation of the educational systems abroad was to make the experiences of our schools and colleges available for study by visitors from these countries. Isolated for nearly a decade from a knowledge of educational developments in other countries, these teachers are keenly interested in present practices in America and in other countries relatively little affected by the war. Many of these teachers are tired, physically and mentally; many of them teach because they have a keen desire to do so, but they must earn their living on the side. They are eager for outside contacts. It was felt that educational leaders, through visiting American schools and attending those activities which would most assist them in meeting the problems confronting education in their own countries, could derive information and inspiration which could be translated into the schoolrooms of other countries and which



# al UNDERSTANDING

MARGARET  
BOYD



would give expanding value as the years go by.

THIS desire of the American teachers to assist in the reconstruction and the rehabilitation of the educational systems abroad by assisting in the education of teachers culminated in a cooperative project directed by the Commission for International Educational Reconstruction. Under this plan voluntary agencies in the United States were given an opportunity to invite guests from occupied and war-devastated countries to spend four months in this country studying current practices in teacher education. The seminar at the University of Maryland closed this four-month period of study. During this period, opportunity was given for an exchange of ideas on educational practices in widely separate areas. The attention of the visitors was directed to various phases of the American system of education; whether or not they approved of it or intended to practice it in their own countries were matters of little concern. However, it was hoped that some of these methods might commend

themselves to our visitors. The seminar was conducted on a basis of mutual, shared experiences with each other; this sharing included not only the experiences gained in the United States but also a comparative analysis of the systems in the other countries. It provided a challenge and an opportunity never dreamed of by most of those present.

This cooperative project in education was sponsored by seven agencies: The American Junior Red Cross, the National Education Association, the American Association of Colleges of Teacher Education, the American Association of University Women, Association for Childhood Education, Delta Kappa Gamma Society of Ohio, and the Institute of International Education. Austria, Belgium, Burma, Canada, China, Denmark, Finland, France, Greece, Great Britain, Germany, Italy, Luxembourg, Malta, Norway, the Philippines, Poland and the United States were represented. Each foreign visitor gave oral reports on his own school system, the impact of the war on the educational system, and the

effort made to meet this emergency.

OUR visitors sketched for each other school days of one, two or three hours; two shifts of children per day; the nervous condition of children and teachers alike; classes of eighty, one hundred, one hundred and fifty; the rehabilitation of frail bodies through gifts of bread, milk, vitamins, iron and calcium, and weeks at summer camps. Stirring as were these accounts, they did not arouse the listeners as did the accounts of the miracles which had already been performed. Many schools are functioning normally; much work has been done voluntarily by men in rebuilding schools and by women assisting in the children's camps. Reports of the educational advantages being offered described kindergartens, elementary, secondary, vocational schools, adult classes, apprenticeship schools, higher technical schools, teacher training institutes, universities, child centered schools, activity programs, youth groups, health programs, special classes, teachers' organizations, pensions, salaries. Great progress had been made in all countries.

The impact of the war upon the schools of Europe was brought before the seminar continuously. The demoralizing effect of lack of housing, the impaired stamina of children caused by lack of food and clothing, the information of the trickery and subterfuge necessary during occupation can be understood only when told between

friends. The irreparable damage to churches and museums, the complete destruction of schools, the requisition of schools by the enemy, the burning of books, desks and equipment, the nightly journey to aid raid shelters, the periods in concentration camps, the required teaching in enemy country, the temporary schools in ruins, caves or under the open sky, were not merely descriptions but realities when related by those whom all had grown to respect. The need for books, technical supplies, magazines, furniture, paper, maps, handicraft material, radios, rulers, tools, films, slides, pictures, projectors, paints, became, not meaningless statistics, but the concrete needs of the teacher seated by our side. Opportunity was given for the listing of these needs by countries so that assistance may be well directed.

In all the discussions the primary object of the seminar, the development of international understanding, was kept constantly before the group. Never did a day pass in which the ardent hope and desire for peace were not brought to the front. The unifying thread of the conference was the great longing for an era of peace, a condition in which nations and peoples may be able to pursue their own chosen courses, free from fear and the threat of armed conflict.

THE members felt that today's problems must be solved by adults today. It is important that we enlarge our own grasp of world



problems and the relation of each country to these problems. However, the solution of such problems on a purely national basis, without regard to the effect on other peoples and nations, will inevitably breed war. It is essential that attempts be made to understand existing economic tensions and explore potential economic cooperation as a means of alleviating these tensions.

All were aware of the tremendous power of the various media of mass communication, the press, the film and the radio. The press seems unlimited; the radio leaps across national boundaries; the film travels from country to country teaching its lesson, either wholesome or unwholesome. Since the radio, television, and motion picture reach masses of people, it is highly important that standards of production be high, the preparation and easy circulation of documentary films should be an educational task of each country. In this the danger of hidden propaganda must be detected. Accounts of the new European press which is developing from the underground war-time press proved most interesting.

**M**EMBERS of the seminar felt that the forces which lead to war are not deeply ingrained in human nature; men can be educated to love peace and hate war, or to glory in war and to scorn peace. Since the patterns of behavior, once developed, are difficult to eradicate, it is of great importance

that the earliest learnings of children inculcate in them a desire for peace. And so the final situation facing teachers is a long-term one, educating children in international understanding. Although the seminar made no attempt to set up a series of curricula to develop international understanding, it suggested that all offerings be chosen for their contributions in developing the right attitudes toward all nations, religions, social and racial groups; in developing the ability to think critically; and in helping students recognize and appreciate the basic understandings necessary for international cooperation. Such curricula should at all times stress similarities among peoples rather than differences. The talk often centered around the need of a world council of teachers and scientists which should gather and publish materials on the literature, social studies, and culture of all lands; this council might act as a board of review for texts published in each nation so that correct information is presented and correct points of interest maintained.

Practical educational means and methods in promoting international understanding as presented at the conference included opportunities to live and work together; to see each other's points of view; to cooperate in international projects (international student groups working together); adequate teaching aids (good texts; true pictures of the activities of average citizens of all countries; exchange of visual

aids, magazines, stamps); exchange of students and teachers; adequate financial support and the criteria for the selection of such exchange persons. The value of international seminars seemed great; information concerning the opportunities for participation in such seminars should be brought before all teacher organizations; troublesome travel regulations and requirements should be explained. Teachers should make an effort to keep these requirements to a minimum.

**S**INCE illiteracy among large masses of people is a barrier to international understanding, the members of the seminar felt that the problem must be met to a greater or less degree by all countries represented. The eradication of illiteracy is a problem for which each individual nation must assume responsibility; the first step in this should be the enforcement and extension of compulsory education laws. Concrete suggestions were that teachers instruct illiterate adults in extension classes, that children teach adults, that places be provided in factories and industries in which people may read and write simple books lent or bought for their use, and that communities financially able may aid others in rehabilitating schools and paying teachers. Information about practices in attempting to eradicate illiteracy should be circulated, since what works in one country may often work in another. In all this discussion the fact that literacy is only the first step toward real un-

derstanding was kept foremost.

To evaluate an experience before it is finished is always difficult, so no attempt will be made to summarize those features of American education which were of most benefit to our visitors. Informal remarks would indicate special interest centered on our training in citizenship, our youth organizations, new developments in texts and visual aids, our vocational education with particular interest for scientific agriculture, our student participation, our program of individual differences, the relation between school and community, and the informal and wholesome relation between administrators, supervisors, and teachers. They felt that American schools could profit from a study of their health programs, work with handicapped children, language teaching, and certain practices which gave greater security and respect for the teacher.

Varied were the false impressions of America which were dispelled during the period of living together. False notions of the wealth of our country, our attitude toward work, our decadent home life, our shallow amusements, our standards of marriage and divorce were chiefly the creatures of the movies and of fiction. Visits in homes and the association with teachers here created a much truer and saner picture of American life. Visitors found it difficult to realize that in our country are three and a half million school age children who do not attend school; ten mil-

lion adults have had so little schooling that they are virtually illiterate. Despite very real problems overseas, they grew to realize that America, too, has deep and serious educational problems which must be solved if equal opportunity is to be guaranteed to every child.

**I**T WOULD be folly to think that habits of thought can be revised over night or that one rich experience, such as participation in this seminar, can accomplish world reform. Established habits of thought die hard; national prejudices are deep seated. Time will be required to develop new ideas; time will be required to show results. Countless times, in discussion and questioning animosities, underlying fears and suspicions were brought to light. The amazing thing was, not that these conditions existed, but that, despite the fact that the wounds are still raw and the tragic experiences still fresh in memory, this seminar in international education could continue with a promise of success. The wonder lay, not in the fact that arguments arose, often with an element of bitterness sheathed therein, but in the fact that the representatives of these eighteen countries, totally different in background, culture and development, could continue to meet together. Not once did any meeting dissolve in ill feeling or animosity. At all times was the responsibility for establishing world understanding accepted by the teachers boldly; the matter was

considered seriously; each seemed desirous of adopting a soberly conceived program which will involve revision of many present policies and practices. If understanding, confidence and cooperation between peoples are three basic factors underlying world peace and security, then this seminar in international education, even though it may not immediately affect the course of events, will have made a beginning.

This brief account of the international seminar would be incomplete without some mention of the songs which were sung; in singing together our enthusiasm for working together was increased. As we sang, we laughed together, and as we laughed and sang there developed a friendliness and a comradeship which transcended nationalities. Time is too recent to evaluate this four weeks, but is it too much to believe that as Burmese and English, French and German, Italian, Greek and Pole, Norwegian and Chinese met, lived, worked and played together, something of permanent value developed? Surely ideas of friendliness, optimism for the future, concern for each other, interest in another's point of view and respect for widely differing opinions, will remain in the mind and heart of each participant and will echo in the schools throughout the years to come. "Wide as are the differences, the underlying agreements among the peoples of the world are infinitely wider and more real."

*I believe the best way to preserve democracy  
is to discover and admit its weaknesses . . .*

## ON THE SHELF

MARY EDNA FLEGAL

**S**EVEN years ago, I retired after teaching forty-one years, of which the last fifteen were in a teachers college as director of the art department with a faculty of eight members.

I have a horror of being useless or of living in the past. Despite a little sciatica and arterio-sclerosis which goes with age, my health is good and there is no reason why I should be a human parasite. I am keenly aware of the social revolution going on over the world and would like to play some part in it.

First, I present the physical with which I am connected and later the mental, but the two are much intertwined. I am reminded of an old saw by a friend who often repeated, "Never attach yourself to things." I fear, for better or for worse, I am somewhat attached. I live in a small, old, six-room, stone house, seventeen miles from

our third largest city. Sister and I called this our vacation home, and since her death I live alone. The house is Early American and remodeled only enough to give modern conveniences. In it I have some simple, fine, old furniture which came down through the family and which belongs in this setting—nothing pretentious. My neighbors are friendly, but only one belongs to the professions, so our interests are very diverse. To please one family I have even done some "baby sitting," but not for pay.

**D**URING spring, summer, and fall my latch-string is out (I have a real one) to all my friends and former students. My hospitality has been accepted by many of these students; some on honeymoon come to show off husband or wife, as the case may be; some settled in homes of their own come to show off their children, and I bask in it all with a sort of maternal pride. They still love to argue with me as much as they ever did in the classroom. I have had a wide experience, having taught in five different states, and in all the grades and high school. Many college



classmates and teacher friends, now from various parts of our land, sooner or later trek to my door for an over-night or a weekend visit. If these guests do not enjoy their stay, it is not because their hostess does not glow (in good Goldsmithian fashion) in their company. I have learned to be a good cook of simple, wholesome, well-balanced meals which contribute much to entertaining. Nearby are good tearooms with such specialties as excellent home-baked pies, where I frequently take guests lest I become overworked and lose that repose necessary for good companionship. At Christmas, I make, and box nicely, fifteen pounds of candy for gifts to neighbors and city cousins. At this holiday season I receive letters from many students each recounting family events for the year; and I send out one-hundred-forty cards and in about half of these I write letters.

ON one of my two acres I have planted one thousand forest trees, largely evergreens—pine, spruce, and hemlock. These are half-grown now and someday posterity (nephews and nieces) may realize a tidy sum from the timber. At present I am sawing or breaking off lower branches and clearing out underbrush. I do this myself; then a Negro man carries out the brush and we burn it. I have finished clearing five hundred and have thus made a beautiful picnic ground.

For mental refreshment and

keeping abreast of these stimulating but frightening times I have the radio, periodicals, and four organizations which include Delta Kappa Gamma and American Association of University Women. On the radio I can find a few commentators who report the news fairly, impartially. I listen to "Town Meeting," the forums and round-tables, and on Sunday I never miss Dr. Ralph W. Sockman's sermon. I subscribe to and read nearly all of twenty periodicals (4 art, 6 education, 2 farm, 7 social import, and 1 newspaper). These vary in subject matter from *Vogue* to *The New Republic* and the *Civil Liberties Quarterly*. I like to read such books as John Gunther's "Inside U. S. A." or George Marion's "Bases and Empire." I manage to see the best plays in both the theater and the movies, sometimes spending a week in New York for this enjoyment. I also see the outstanding art exhibitions in our city. I average one talk a year in each of two organizations to which I belong, on some controversial subject such as "Pressure Groups" or "The Military." I'm a born critic and can talk best where critical comment is involved, but I try hard to be fair to all sides while frankly admitting my own adherence. I make some study of lobbies and their oftentimes nefarious influence. I keep up with the doings of Congress and have a pretty good line on the voting record of each Senator and of about a fourth of the members of the

House, and believe I could separate "sheep from goats." I can argue politics with the best without becoming angry and with respect for the other person's viewpoint. However, I have slight tolerance for the bigot with the spread-eagle type of patriotism.

I GIVE this presentation of my activities to show that I lead no armchair existence. My loyalties are international rather than national; for humanity rather than for imperialism. I believe the best way to preserve democracy is to discover and admit its weaknesses and, by social reform, do something about correcting them. I am a great booster of U.N. With me these are strong convictions and square up with the Golden Rule, and seem so right and free from dogma that they should be common to all, but they are not common, so I set myself the task of

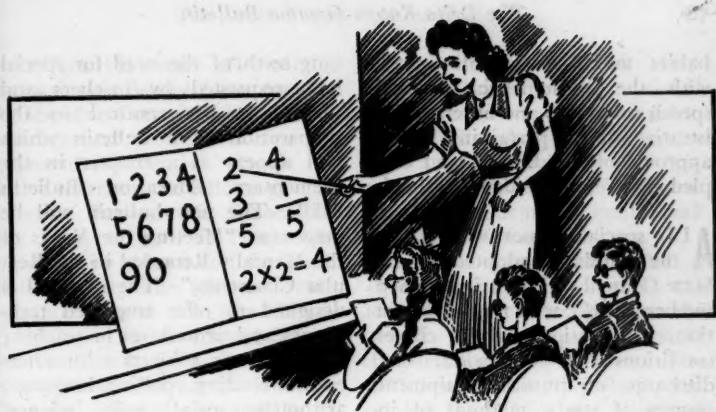
propagating them. At seventy-two, I do not have the vitality to organize and lead discussion groups as I have had the opportunity of doing; therefore I am limited to conversation with friends and talks at clubs to which I belong. With the former I find my ideas create displeasure and rarely take root; with the latter they are received by my colleagues with amused interest.

So I can see that my valiant efforts to be worthwhile here and now have produced little of lasting good, all of which leaves me with a feeling of frustration. When I look at myself I find, to my amusement and regret, that the teaching attitude still clings. Perhaps if I could be rid of that my ideas would have better reception. My consolation is the thought that I may have set forth intangibles which contribute a bit toward improvement in social relations.

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Because of the debacle of the China Nationalist government, 3600 Chinese students in the United States may be left without funds to continue their study. The China Institute of America says \$2,500,000 is needed to care for them.





## Special Education Services for Exceptional Children in Pennsylvania

DOROTHY M. WARNER

**T**HE general administrative and supervisory work with exceptional children in Pennsylvania is the responsibility of the Department of Public Instruction specifically assigned to the Division of Special Education. A chief and two advisors in this division work directly with administrators, supervisors, school psychologists, teachers, nurses, physicians, and related agencies.

Section 1413 of the Pennsylvania School Laws provides for the education of all physically and mentally handicapped children. In Pennsylvania children are termed exceptional who are mentally su-

perior, mentally retarded, partially sighted, blind, hard of hearing, deaf, physically delicate, orthopedic (including the cerebral palsied), the speech defectives, educationally retarded, the emotionally and socially maladjusted, and non-English speaking.

The Special Education Program in the Pennsylvania Public Schools is concerned with exceptional children in special classes; with instruction for the blind and deaf and cerebral palsied in residential schools; with instruction for the homebound; with higher education scholarships for the blind and deaf; with the training of blind

babies and the deaf-blind; and with the audiometric program; speech correction and other administrative duties pertaining to the approval of blind, deaf, and crippled children in residential schools.

**A**LL special classes which meet the standards adopted by the State Council of Education on September 7, 1945, with regard to location, constitution, size of classes, conditions of admission, and discharge of pupils, equipment, courses of study, methods of instruction, and qualifications of teachers, are eligible for approval by the Department of Public Instruction. Section 1249 of the Pennsylvania School Laws provides for reimbursement to school districts for physically and mentally handicapped pupils enrolled in approved special classes.

Approximately 1,000 special classes of all approvable types are maintained in about 140 different school districts. Most of these classes are in city systems. The Department of Public Instruction recommends that all special class pupils be afforded opportunities to participate in social and non-academic activities with children from the regular grades. The program of the secondary special class for mentally retarded pupils includes definite assignments to shop, home-making, art, music, physical education, and general assembly.

The problem of the mentally retarded child is also one of the teachers in the regular grades. An

outgrowth of the need for special help requested by teachers and supervisors has resulted in the preparation of a bulletin which will appear as a chapter in the Elementary Education Bulletin 233B. The new bulletin will be known as "Meeting the Needs of the Mentally Retarded in the Regular Classroom." The material is designed to offer suggested techniques and procedures in teaching the academic subjects with reference to reading, spelling, language, arithmetic, social studies, science, and health. A bibliography is prepared for each section, with special attention to materials of suitable content and interest for various chronological and mental age groups.

**I**N the attempt to locate needs early, pre-school clinics have been encouraged to offer guidance to children before entering school. In most counties of the Commonwealth pre-school clinics are well established in many school districts. All these clinics have included a complete physical and psychological examination to determine physical, mental, and emotional readiness for school. Children who are recognized as physically, emotionally, and mentally immature receive special recommendations in regard to medical treatment and educational adjustment. Guidance is also extended to the mentally superior children who are identified in the pre-school examinations.

Sections 1413 and 1414 of the Pennsylvania School Laws provide for the education of the blind, deaf, and cerebral palsied children in approved residential schools of which there are the following: The Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh; Mount Airy School for the Deaf, Philadelphia; The Western Pennsylvania School for the Blind, Pittsburgh; The Overbrook School for the Blind, Philadelphia; The Royer-Greaves School for Mentally Retarded Blind, Paoli; and the D. T. Watson Home for Crippled Children, Leetsdale, Pennsylvania. A state-owned school, The State Oral School for the Deaf is located in Scranton. The Royer-Greaves School for the Blind offers an excellent program for mentally retarded blind children. This school has been enlarged during the past year.

**A** SIGHT conservation room is maintained in each of the residential schools for the blind located in Pittsburgh and Philadelphia for children whose needs cannot be met locally.

Deaf-Blind children are offered educational programs purchased from out-of-state schools.

Educational services for blind babies are provided for in Section 1439 of Pennsylvania School Laws. These services are purchased from out-of-state schools.

Scholarships in higher education for blind and deaf students are authorized by Section 1440 of the

Pennsylvania School Laws. State-aid in an amount not to exceed \$500.00 per year may be granted to an eligible individual who makes application to the Division of Special Education. From thirty to thirty-five students generally avail themselves of this aid.

A sum of forty thousand dollars (\$40,000) was appropriated by the 1945 General Assembly for the purchase of large-type print books for partially seeing children. The 1947 General Assembly also appropriated \$40,000 for the same use. Allocations of these monies were made to school districts reporting partially seeing children in need of large-type print books.

Sections 1501 and 1501A of the Pennsylvania School Laws provide for medical examination, including sight and hearing tests, yearly to pupils in the uneven grades. State-owned audiometric equipment is distributed to school districts upon request. Many school districts own their own discrete frequency audiometers. Present findings indicate that 3 per cent, or about 45,000 school children, have hearing losses ranging from moderate to severe. Broader programs have been planned as colleges expand the training of teachers in work with the hard of hearing and offer training in speech reading, auditory training, speech correction, and school adjustment.

For the past two summers The Pennsylvania State College has conducted a deaf baby clinic. A staff of competent clinicians and

counselors offered valuable guidance to the mothers toward a better understanding of their problems.

Home instruction for physically handicapped children has shown a significant gain during the past few years. Provision for such instruction is found in Sections 1413 and 1209 of the Pennsylvania School Laws. This instruction is offered in the larger school districts by full-time teachers. It is also provided on a part-time basis, in which case teachers are paid a minimum hourly rate of \$2.50. Children who receive home instruction on an hourly basis are reported to the Division of Special Education for approval. All teachers of the home-bound are required to be appropriately certificated on the level of the instruction given, elementary or secondary, respectively. The following approvals of part-time instruction indicate the growth of the program:

<i>Year</i>	<i>No. of children</i>
1941-42	4
1942-43	81
1943-44	145
1944-45	171
1945-46	358
1946-47	570
1947-48	843

Supervisory and psychological services in special education are provided in forty-five independent school districts. Three of these districts are served jointly by one psychologist. The Philadelphia Board of Education has a staff of twelve psychologists working with

the Director of Special Education. A number of school districts have certificated speech correctionists.

Additional psychological and psychiatric services are available to schools in mental health clinics conducted by staff members of State Hospitals, in Child Guidance Clinics, and in Psycho-Educational Clinics in colleges and universities approved by the Department of Public Instruction and the State Council of Education.

**A**LL rural school districts in each county of the state under the jurisdiction of the county superintendent of schools are provided with the services of a county supervisor of special education. Sections 1126, 1127, 1130, 1131, and 1132 of the Pennsylvania School Laws mandate regulations governing the appointment of County Supervisors of Special Education, their qualifications, and duties. A county supervisor of special education is required by law to hold a teaching certificate and to be certificated to act as a public school psychologist. The County Supervisor of Special Education has the same status as an assistant county superintendent of schools. The state-wide county program has been in effect since 1941. The sixty-six counties are divided into thirty-seven geographical areas, based on teacher population. Sixteen counties are served by individual supervisors, thirteen supervisors each serve two counties jointly, and eight supervisors each serve three counties. Thousands

of rural school children are offered guidance and school adjustment programs through this service.

The following services are offered by the Supervisors of Special Education:

1. Help teachers to identify slow learning children as early as possible so that they may not need to experience continual failure and frustration in situations where there is no hope of success.

2. Assist administrators in interpreting their local situations and suggesting feasible lines of procedure to meet the needs of all exceptional children.

3. Conduct conferences for teachers and school nurses for the purpose of creating a better understanding of all exceptional children and to suggest improved techniques in teaching and testing.

4. Promote guidance of desirable teachers into various special education fields and to cooperate with colleges in their training.

5. Cooperate in promotion of in-service workshops and general curriculum study.

6. Cooperate with social, wel-

fare, and school workers for coordination of services.

7. Meet with school boards to acquaint members concerning the needs of their exceptional children and to have their approval relative to materials and equipment.

8. Plan and set up pre-school clinics for the early guidance of all children.

9. Inform citizens through service clubs, other organizations, and the press about available services for exceptional children.

10. Train selected teachers to assume designated responsibilities in pre-school clinics, careful administering of group tests, and audiometer tests.

11. Supervise and follow-up recommended training schedules, referrals, and educational plans.

12. Encourage school districts not served by the county supervisor of special education to consider a school psychologist, either full-time or part-time, according to the size of the district.

13. Perform such other tasks as are assigned by the county superintendent.

# The President's Page



THE teacher was stuck. At the conclusion of the faculty meeting she had driven home hastily, parked in front of her house in the unexpectedly deep snow of late March, and hurried in to freshen up before she went out to a dinner meeting. There had been no time to have skid chains put on, even if she had had them with her. For her to attempt to jack up the car and put on the chains was sheer folly. An outburst of whistling, slightly off key, made her look around quickly. She scarcely recognized the long-legged paper boy whom she rarely saw since he had finished his last semester at the junior high school where she taught music. With the inevitably expert eye of youth, he took in the situation at a glance and offered, "Do you s'pose I could help?"

"Of course," she agreed. "Do you have any suggestions?" With his canvas paper bag under the wheel nearest the curb and his strong young shoulder against the left rear of the car, he gave everything he had to the task of pushing the vehicle from its imprisonment. The teacher's gratitude shone in her face as she got out of the car

and offered the boy seventy-five cents. She knew he needed it, but she made a great deal of his generosity in helping her and belittled the amount she was offering him.

"Oh, gee, no!" he protested, "the teaching was enough."

Had we not been a bystander in the rigors of a midwest winter, we would never have had a chance to see this scene and to hear the sincerity of the response. On snowy evenings in January and February that incident has recurred to us again and again, and with the recurrence has come the question, "What constitutes enough?"

THE teaching is perhaps "enough" when it is gladdened by the little words of praise, so lightly given and so rare, that one often wonders why such little things can have such lasting quality. The slim lad never had been able to carry a tune, but the teacher had taught him to sing softly and had watched the glow of satisfaction reflected in the faces of his parents whenever the choral group sang in public. Her pride in him now when the tables were turned might have been simply a further



reflection vicariously experienced. To recognition of the inherent worth of work well done we might add tact so evident in this music teacher's offering of the silver coins. For she knew that a child's pride is a thing ennobling to see, mature beyond mere years in dignity. Blend with these, too, her open-mindedness when the teen-ager wondered if he might help. Her own resourcefulness temporarily useless, she was quick to admit that youth may be wiser in a good many ways than his elders.

This is no mere summary of a teacher's virtues or a sentimental story of a boy and his teacher; it is a reminder of the qualities we must search for in those young

teachers whom we should be adding to our membership. No greater tribute can we set up to those who have gone before us than the assurance that there will be continuity to our great purposes. Let us watch, then, for young teachers with skill, with interest, with loyalty and, above all, with that spark which is a requisite of the real teacher. We will do well to remember that it was the Master of all Teachers who, when He taught His disciples, provided evidence of the prime essential of the teacher of all times and for all ages—personal magnetism.

BIRDELLA M. ROSS,  
*National President.*



## **The President Announces Additional Committee Chairmen**

- |   |   |
|---|---|
| 1. Educational Roster:<br>Miss Gladys Mersereau<br>308 East Main Street<br>Endicott, New York   | 3. Figurines:<br>Miss Lela Lee Williams<br>3210 Lemmon Avenue<br>Dallas 4, Texas      |
| 2. Fellowships for Foreign<br>Women Educators:<br>Rachel Royston Knutson<br>(Mrs. Ed.)<br>4014 Brooklyn Avenue<br>Seattle 5, Washington | 4. Public Relations:<br>Mrs. Valborg H. Ryan<br>425 Lewis Avenue<br>Billings, Montana |

# *Delta Kappa Gamma Overseas*

## OFFICE OF THE CHIEF

7755 DEPENDENTS SCHOOL DETACHMENT  
APO 403 U.S. ARMY

15 January 1949

Dear Delta Kappa Gammas:

There are so many things I should like to tell you about the American schools in the American Zone of Occupied Germany. Last August I flew from Westover Field, twenty-two hours in the air via Stephenville, Newfoundland, and the Azores to Rhine-Main Air Base just outside of Frankfurt. I came over to act as Theater Librarian for the 7755 Dependents School Detachment, APO 403, U.S. Army. And this is what I found in operation!

Our Detachment is headed by Colonel J. C. Haw, who has had wide experience in teaching and who is vitally interested in the welfare of the boys and girls of the American families in the Zone. The director of Education, the man largely responsible for developing the idea of such schools, is Mr. Virgil Walker, a graduate of the University of Minnesota and a school administrator for many years before he joined the army. The rest of the Headquarters staff consists of Mr. Richard Meyering, Director of Secondary Education; Mr. Fred Miller, Supervisor of Elementary Education; Mr. Clinton Nichols, Assistant Director of Ele-

mentary Education in charge of audio-visual aids; Mr. Alfred Beerbaum, Supervisor of the German Language program; Mr. Lauren Buel, in charge of personnel relations, and the Librarian.

Our headquarters office is in Karlsruhe, Germany. Karlsruhe is not an old city according to European standards of age, only a little over two hundred years old. It was the capital of the grand Dukes of Baden, and well planned. The architecture, what is left of it, shows definite French and Italian influences. It is a small city, a little over one hundred and fifty thousand, with few industries and the usual characteristics of a capital city.

Since we are part of the U.S. Army, we are confronted with many problems created by army regulations. We must operate schools which fulfill the standards of the best schools in the United States within the orbit of army regulations and conditions existing within the Zone!

In the third year of operation we have fifty-four elementary schools and high schools in Berlin, Bremerhaven, Frankfurt, Wiesbaden, Heidelberg, Nuremberg,

and Munich. The total of pupil enrollment is 4,919. We have felt the increase in elementary enrollment and have established twenty-five kindergartens this year. Our curriculum is well planned and our high schools are accredited by the North Central Association.

The whole objective of the detachment has been to create and maintain schools for American boys and girls which are as fine as any which they might attend in the States. With planning, procurement of teachers, and materials, transportation, and the endless emergencies which arise concerning school, teachers, and child living in an usual and unnatural situation, the end result has been both successful and gratifying. When I watched a football game last fall between Frankfurt and Heidelberg, played on Patton field at Heidelberg, I found it hard to realize that I was not watching the game on some Ohio football field. Only the Odenwald hills, covered with brilliant autumn foliage, and German houses and gardens, reminded me that I was watching an American game being played in the valley of the Neckar!

Our supervisors have drawn upon their knowledge and experience to build courses of study that parallel the best practice of the foremost public school system in the States. These courses of study are uniform throughout the zone. If a child transfers from one Post to another, he will step right into the same work wherever he goes.

Dependents children are able to enter the proper grade upon their return to the States with no difficulties.

Dependents School Detachment has created schools as nearly like American schools as is possible under the prevailing circumstances. Buses take pupils to and from school, lunches are served, there is a school nurse in the large centers, and good library facilities. The Detachment is anxious to help the American boy and girl make a difficult adjustment in living and to help him find himself happy and successful in his new environment.

It is also necessary for American teachers to make adjustments to environment. Patience and understanding are needed in teaching in the American Zone. Some of our teachers have sixteen pupils and teach six or seven grades, while others have only one grade, in the larger schools, with a pupil load comparable to the heaviest pupil loads in the States. There is always variety to spice life over here and everyone seems to thrive on it.

There are many advantages offered the teacher who cares to make the most of her stay in Europe, and the greatest is that of travel. An overnight trip and she is in Paris, a few hours and she is in Switzerland, a day and night journey and she is in London, one week's holiday and she is in Italy.

Each teacher is an employee of the Department of the Army and part of the United States, Civil Service Personnel, working under

all the regulations of that group. Twenty-six working days are given as leave time and fifteen days' sick leave. The salaries are comparable to the better salaries paid in the States.

We have a number of Delta Kappa Gammas teaching in the Zone. Other Delta Kappa Gammas who may be interested in such an experience should write to the Civil Affairs Division, Overseas Affairs Branch, Room 5 C 920, Pentagon Building, Washington 25, D.C. That office will furnish them with the names of the co-operating Colleges and Universities which are going to accept applications for screening and arrange for personal interviews when representatives of our detachment visit the States to recruit teachers in March or April of this year.

Though the results of devastating war are on every hand, teaching over here is an exciting adventure.

Especially if eyes, ears and tongue are used. Not a single day passes in the life of an American teacher that she does not have the opportunity to demonstrate the idea of Democracy, either through her teaching or her contact with German people. Democracy is only a word to most of the people in Europe, a symbol for them to attain. The simple, everyday, matter-of-fact application of that ideal falls within the realm of every teacher.

As an unofficial diplomat and representative of her nation the American teacher serves her country well and finds many rewards for her efforts in new friends and new understanding.

My good wishes to all Delta Kappa Gammas for a successful teaching year.

Sincerely yours,

MARY E. TEETER  
(Ohio Beta Lambda)  
Theater Librarian

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UNESCO released its *Study Abroad*, a handbook listing 10,500 fellowships, scholarships and other opportunities for international study in 166 subject fields in 27 countries. It is sold by Columbia University Press, New York 27, New York, for \$1.00.

Kingston, Mt. Ida, Selwood, Thornhill, Alpine

## OLD ALABAMA HOMES

MARY WELCH LEE

THE country neighborhood, in which I was reared and to which I have returned, has been the center of my experience and that of my family for generations. It was once made up of plantations—not large and rich in the manner of those in *So Red the Rose* but more like "Tara" in size and in the character of the land. The original owners were pioneers, many coming in 1832, the year the county was opened for settlement, from Virginia, the Carolinas, nearby Georgia, and even from foreign countries.

They usually built first a small hewn-log house, near a spring, where they lived while material was being assembled for the "big house," and during the building. The latter was a slow process, for each piece of material was selected with care and worked with hand tools. It is no wonder that, while we find it still sound, we also find every door and window varying in size from every other. The owners were most likely their own architects, with a master carpenter in charge, and the negroes working under him. Good taste, purity of line, simplicity of design mark these houses, indicative we like

to think of the characters of the grand old men who built them. Inspired, no doubt, by memories of the houses they had left, these were in much the same manner, and named in memory of those others: Mt. Ida, Alpine, Orangevale, and Selwood still stand in varied states of preservation; while Kingston, Rose Hill, Magnolia Hill, and others are but names, handed down in the families who once owned them, the site to be located now by a mass of shrubs and trees, a spring, or a dilapidated negro cabin, where once stood a spacious home.

OLIVER Welch, my great-grandfather, came to Talladega County from Virginia in 1834, bringing his family and slaves to a new land. When asked how he could make up his mind to leave his beautiful old home, The Elms, he replied that the land was high in Virginia and he wanted to come to a new place where his children might "possess the lands" about him. This they did, one farm joining another until they made a large community. Grandpappy's home was called Kingston—a simple log-house of two stories, built near a

big spring. Being in his latter years, his family reared, he did not build pretentiously. The house has burned and the land has been sold, but the family graveyard is near the old house site, and there lie Oliver Welch and several of his children.

About two miles from Kingston is Alpine, which was the name that my grandfather, Nathaniel Welch, gave to his Alabama home. It was built in 1858, taking an entire year in the building, and has been occupied by members of his family since that time. When the railroad was built, the station took its name from the house, and a small group of houses, a store, and two churches now make a village on part of the old plantation. An avenue of oaks leads up to the yard enclosed by a white picket fence, with two old cedars standing guard on each side of the gate. In the yard are stately oaks, maples, and elms, planted in orderly rows by the builder himself, who fashioned it all to remind him of his old home in Virginia. The house itself, painted white with green blinds, is pure Greek revival,



with four large Doric columns rising to the height of two stories, and a small iron-railed balcony at the second floor level. Fluted pilasters adorn each side of the front door.

In plan, the house (Alpine) is L-shaped, with three rooms, hall and shed room on the first floor, three rooms on the second, and two in the basement.

In the parlor stands the rosewood square piano given to the oldest daughter "before the war"; stiff lace curtains hang at the windows, and the photographs in walnut frames adorn the walls. The mantel and baseboard in both the parlor and front bedroom are marbelized wood, which has been used in the Williamsburg revival, and which requires great skill in doing. The shed room was called always "the little-room"—as one word, and was kept ready for the many "transients" who tramped through the country those days, and who were never turned away from Alpine.

In "grandma's room," a stairway goes up to "the girls' " room above. Here the four daughters stayed long ago, but to us of later years it is known as the "cat room" because the cats loved to dart up the stairs and take refuge there. On these same stairs in "slavery time," a small negro boy sat and dozed until the family went to bed, when he solemnly blew out the candle and went to "the quarters." Upstairs, along the front were two guest rooms, on the right "the ladies' room," on the left "the



men's room," so called by my oldest aunt as long as she lived.

In the cellar are the dining room and kitchen. For many years, there was no partition and the whole room of twenty by forty feet was used as the dining room, while the kitchen was in the yard. It still stands with its great rock chimney and huge fireplace. Besides this building there is the "plunder house" and smoke house. Even in my day, hams and bacon hung on the high rafters, and lard was kept cool in the stone "crops" in shelves along sides.

A few of the old family darkies still live; some, the Terrills, are descendants of the slaves given to our Revolutionary ancestor and his wife by her father. There are no mulattos among the native negroes of Alpine community, which is very positive proof of the high moral character of its people.

The first thing they did, in 1835, was to organize a church, Baptist in denomination, and my great-grandfather served as its minister for 35 years without accepting a salary. Instead the church was asked to give what they would have paid him to missions. In my home is the first organ ever bought for that church, made now into a desk.

All of us love Alpine with a love which partakes of the family tales connected with it and the neighborhood. And we never tire of hearing the tales of Mt. Ida. My aunts remembered it in its heyday, as they said, and never seemed to mind our questions and eager curi-

osity. My grandfather's sister, Aunt Hannah, lived there. She married a widower with one son who was only four years younger than herself. Her husband, Walker Reynolds, built Mt. Ida, adding four rooms and a columned porch after his second marriage.

**M**T. IDA is located on a sloping hill, facing a circle of blue mountains. A boxwood hedge borders a wide brick walk, which leads to the house, now nearly hidden by great magnolias. In the yard are many of the old shrubs—cherry



laurel and English cherry grown into trees, the ground underneath carpeted in trailing myrtle. Cedars shade the porch, and at one end is a rose growing in a tangled mass, the trellis long since gone. Mr. Reynolds brought a landscape gardener from Georgia to lay off the yards and surroundings. Around the yard is a sandstone wall to the ground level, and once there was a fence with brick pillars, topped with marble squares. Cape Jessamine

bushes grew between the front pillars, and a Marcheniel rose on the trellis at the end of the veranda. In one corner of the yard was a summer house, vine covered, where the young ladies could entertain their beaux. When the family and guests gathered on the long front gallery in the evening, dressed in their cool muslins, brandied peaches were passed as an appetizer, before supper. All the romance, glamour and loveliness of the Old South must have been embodied there, for a brief time, in that happy family.

**M**ARBLE steps lead from the wide brick walk, up to the gallery which runs the length of the front and which is supported by six fluted columns, made of cement and painted white. On the inner side of each column is an iron rail to provide a footrest. The second floor balcony is almost as long as the lower porch, with an iron railing in the shape of lyres. The side lights and transom of both upper and lower front doors are of amethyst glass etched in a design of grapes and grape leaves. This glass was imported, and only two of the panes have been broken. There are fourteen rooms in the house, and three stairways. The front stair rises from the rear of the hall, and facing the front door is a niche for statuary. The walls now are a dull tan, but once they were papered in panels depicting the Muses.

At the right, as you enter, are the double parlors, paneled in maple, with great double doors between.

Gilt cornices of elaborate design are still over the windows, mute reminders of the past when the front parlor was furnished as a "duplicate of the Blue Room" in the White House, with its blue and gilt trimmings at the windows, blue Axminster carpet in one piece, the eight light chandeliers hanging from the twelve foot ceiling center, with its white globes and prismatic glass pendants that reflected the colors of the rainbow; and in the space between the two front windows stood the handsome pier glass mirror reaching from the floor to the ceiling, resting on its maple pedestal. The two sofas and chairs were trimmed in gilt and upholstered in blue, so says the last member of the family—a man of 84 (Cousin Mallory Reynolds). The addition to Mt. Ida was completed in 1859, and Aunt Hannah and Uncle Walker went to New York in that year to buy the furniture described by Cousin Mallory.

In the back parlor was a rosewood set elaborately carved in fruit and flowers, and upholstered in red brocade, for in one of the armchairs Aunt Hannah sat to have her portrait painted. On the walls is the original wall paper, a grey background with scrolls of gilt. Across the hall were the library and dining room with Aunt Hannah's room beyond. A side door leads to a porch which in turn leads to a covered passage and into the kitchen, long since fallen to decay. On the upper floor, the "ladies' room" were on the front

with a solid wall separating them from the rear of the house, where the men stayed, and which of course has a separate stairway up from the back porch. Still another stair goes up in Aunt Hannah's room to the room above where the girls stayed until they were considered "young ladies." Later it was occupied, in turn, by two widowed daughters who returned to the old home: Cousin Eppie McGraw and Cousin Maude McLure. In the backyard is the large smoke house, so tall that the meat hung on tiered rafters. As many as two hundred hogs a year were killed in the old days to supply the plantation. A gin house and carriage house still stand, put now to other uses, but the old brick spinning room is gone. A saw mill, grist and flour mill were also operated by the owner, making the plantation a self-sustaining unit.

On a hill, perhaps half a mile distant, but easily discerned from the house, is the brick-walled graveyard where the builder of Mt. Ida and a few members of his family rest. It is a peaceful place, with boxwood and crepe myrtle adding their perfume and delicate pink odor. Tall monuments, in the manner of their day, mark the resting place of the owner and his wife. A small marble mausoleum covers the grave of his first wife, the walls carved with verses of scripture and admonitions to his then only son. As you enter there is a message,—yes,—to you—

"Whether curiosity or affection shall lead you to this spot  
And whether friends or strangers shall trace these lines  
Yet let this solemn impression rest on the mind and deeply impress the heart,  
This is the work of Death! This is the end that awaits all living, and you, too, must die!"

Mt. Ida has passed out of the hands of the Reynolds family; the furniture has been divided among the children, or sold, and though I love to go there to see the stately old house, I leave with a feeling of sadness that it must be so, and wish that it might have been otherwise.

SO IT cheers me to drive along the graveled country road, past "Afriky" church, and after a few miles to see the slender columns of the Lawlor Place come into view. Its name is Orangeville, and there the scene of Augustus Thomas' play, "Alabama," was laid. The house, of the square colonial type, was built by Levi W. Lawler, passed to his daughter, Mrs. Whiting of Mobile, who used it as a summer home. The farm, consisting of three thousand acres of land, has been



kept intact and is still in possession of her heirs. Six slender fluted columns rise across the front, with the usual iron-railed balcony above. The yard is enclosed by a picket fence with a drive bordered with hedges of trimmed cedar leading up to a circle. Beyond the circle a second hedge of cherry laurel marks a small enclosure where a brick walk lined with magnificent boxwood leads to a porch. Wisteria vines festoon the cedar hedge and gateway, and climb a trellis near the steps and a balustrade of an open porch.

The most unusual feature of this house is that it is furnished throughout with the original furniture, most of it of the period in which the house was built. The long hall, a summer sitting room, is filled with tables, desks, divan, chairs. Quaint prints adorn the walls, and on the stair landing at the rear hangs a mahogany clock which has been kept running through the years. There are four rooms on each floor with long halls between. Over the windows are black and gilt cornices—in the parlor more ornate ones. Here stand the square piano, Victorian sofas, slender chairs, etagers, a tall mirror, and on one wall a Confederate flag. The dining room with its walnut furniture and cabinets for china and glass is presided over by a portrait of "Old Marster." In the shallow closets on each side of the fireplace are cake stands of china and glass, pitchers of moss rose design, glass decanters with graceful cone-

shaped stoppers, a heavy cut glass sirup pitcher with a silver top, platters of every size with rosebuds scattered over them, and wine glasses which, in "Old Miss's" day, were filled to pass to the guests.

In the bedroom are mahogany and rosewood suites of furniture—a low four-post bed, a sleigh bed, a four-poster with a canopy with a trundle bed peeping from underneath, and a cradle nearby. A suite of maple furniture with painted scenes must surely have been purchased for the young lady of the family when the house was furnished. The old kitchen in the yard still serves and Minerva cooks there when "the family" comes, just as she did in the old days. Her house is just beyond the kitchen, and she looks after the "big house" with love and pride.

**F**AR off the beaten track and now a shell of its former self stands Selwood, where once lived the Mal-



lorys. It is a colonial cottage of rare loveliness, interesting because two distinct additions were made to the original hewn-log house, which still

stands. It is owned by a member of the family, but has been occupied by tenants for many years. Fluted Doric columns with Greek pediment decorate the front porch. A long, wide hall runs through the house, with four rooms opening into it. Across the back, a porch enclosed at both ends joins the old log-house and a small single room to the main structure. In this small single room "the boys" stayed, long ago — Cousin Frank, so handsome and debonair, whose picture was taken in his Confederate grey with pistol in hand, and Cousin Hugh who lived to old age, revered and honored by all Alabama. In the yard the smoke house, dairy and carriage house still stand. Gorgeous boxwood hedges frame the house, and jonquils, Japanese quince, bridal wreath, and violets bloom in the old flower beds. This is all that is left of the charm that once belonged to Selwood.

**T**HORNHILL, the last of the group of old plantation homes, and the nearest to Talladega, is now my home. Since the fates decreed I could not have Alpine, I am



grateful that they allowed me Thornhill, and I call myself an "adopted daughter" of the Hardie Clan. For the house was built by a sturdy Scotsman, John T. Hardie, and named for his home in faraway Kinrosshire. He left Scotland as a young man, and after twenty years in America he had made his fortune, owning 1,700 acres of land and fifty slaves. In writing to his brothers, he tells them the slaves are better cared for than the poor people of Scotland. A book of his life and letters has been written by a grandson, B. Palmer Lewis, of New York.

John Hardie built Thornhill about 1834 or 1835, but lived only a comparatively short time after coming to Alabama. Mrs. Hardie reared a large family of seven sons and two daughters, alone. Six of the sons served in the Confederate Army — all were wounded or imprisoned, but none was killed. One of the daughters, Annie, married J. M. Lewis, who bought the place, built stables, and a mile race track to train and raise blooded horses. The place was in their hands until her death in 1880, but afterwards changed owners several times until my father bought it in the early 1900's. When we moved to the place, we found that the house and yards had suffered much from neglect since the time of Annie Hardie Lewis — the last owner to live in the house.

The approach to the house is along a curving drive, which is part of the old race track, through a

grove of massive oaks. A picket fence encloses the yard filled in spring with masses of yellow and white narcissi. Crepe myrtle, "morning bride," and a few gnarled cherry laurel trees have been hardy enough to survive the years of neglect.

The house is two stories, with four square pillars, and a second floor balcony with slender wood railing to mark the front. It is built in an L with three rooms, hall and back porch downstairs, and three rooms and a shed room upstairs. While the outside of Thornhill is plainer than the other houses so far described, the interior is rather more elaborate. The two front rooms and hall downstairs are paneled to the height of three feet, and the stairway carved in a simple design. The mantel, door and window frames are fluted and the design of the mantel is repeated over the front doorway. Upstairs the woodwork is simpler, but quite as lovely, in the two front rooms and small hall; while the back room, shed room, and "office" are in still another even simpler pattern. Mr. Lewis, on seeing it, remarked that his grandfather, being a Scotsman, "put his best foot foremost and economized upstairs." The "office" is in the yard, a single room, built in the same style as the house, where all the business of the plantation was transacted. With the growing family, the Hardie boys slept there, and no doubt considered it quite a privilege.

The old kitchen in the yard has

been torn away and now one of the main rooms of the house is used. This room was once the dining room and from it a stairway, since removed, went into the nursery above. The old stairwell now makes a long closet for that room. The present dining room joins the kitchen, and across the hall is the parlor, with its six tall windows. Here are my mother's carved rosewood square piano, a Victorian sofa, armchair and ottoman that once stood in the back parlor at Mt. Ida, and an etager from Selwood. In the hall is a cherry love seat, one of a pair that once graced Selwood, and on the wall a letter framed in glass—from John Hardie to his brother in "North Britain," written in 1819.

In the bedrooms are spool beds, a mahogany table and bureau from Alpine. From there also came a little carved sideboard and dining room chairs, with fiddle backs. On the windowpane in the east bedroom is written "Annie Hardie 1864," and so we think of it as the "Annie Hardie Room," and we never cease to wonder how the pane stayed unbroken through the years.

In the parlor, John T. Morgan, one of Alabama's most famous sons, was married to Cornelia Willis, niece of Mrs. Hardie; and just across the grove to the left of the house, two of his small children lie buried in the family graveyard. There, too, lies Annie Hardie Lewis—"at the home of her childhood"—who long ago, when she



was sixteen, wrote her name on the window glass in 1864.

**L**IKE to look over at the graveyard and to think that John Hardie is resting peacefully there in the soil of Thornhill. For I believe that the custom of family burying places goes beyond the fact that there may not have been church or neighborhood cemeteries nearby, back to a love of the land, a wish to mingle our dust with it, to be a part of it—even in death.

For four generations, my people have tilled the soil in Talladega County, and it seems it is to go to the fifth, for my son, at fifteen, chose the land. He will not have the vast acreage, the easy labor conditions that even his grandfather

had, but a love of the land is a part of his heritage, and who am I to blame him for his choice?

"It is a land of gullies and red dust  
Of drouth and sudden rainfall  
and thick mud;  
Ignorance walks its backwoods,  
shedding blood  
And still, I love it well, because I must.  
Man cannot tell what roots held him to earth  
That bore him like a blossom from the loam.  
He only knows that he was here from birth  
And that her fields, however dark, are home."

(Lawrence Lee—"To a native state—Alabama")

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Enrollment in elementary and high schools can be expected to increase steadily until about 1958 when more than 34,000,000 children will be enrolled. In 1958, 1959 and 1960 the nation's public and private schools will have to accommodate about 10,000,000 more children (that is about 40 per cent) than were enrolled in 1947. The peak enrollment in elementary schools is expected in 1957 when the number will reach 27,500,000, exceeding the 1947 enrollment by about 46 per cent. Even schools with facilities adequate to take care of all new enrollees in 1947 may very likely require a program of continuous expansion up to 1957.



#### Alabama

The Epsilon chapter reports with sorrow the death of Miss Louise Reid Goldsby in Daphne, Alabama on January 8. Miss Goldsby had been a member since 1939 and had served her chapter well in a number of different capacities. She was a musician and was generous in giving her talent for the pleasure of her fellow teachers.

Omicron chapter lost a charter member in the death of Mrs. J. L. Ingrum in Athens. Mrs. Ingrum had served ably as chairman of various committees and at the time of her death was a member of the State Program Committee. Loyal and active in all educational fields, she participated in the work of the local and state teachers' associations and held offices in the Parent-Teacher Association. Her fellow chapter members found her life and service a beautiful inspiration.

#### Arizona

In Tucson Sophie Chantal Hart died on December 4, 1948. She was a member of Alpha chapter and particularly well known because of her lectures on Turkey, Russia, India, Japan, and China. Active in international affairs, she knew well Mahatma Gandhi and Mme.

Chiang Kai-Shek. She was for six years the president of the local branch of the National League of American Pen Women, was a Phi Beta Kappa and a member of several other organizations. Her critical essays won her recognition while she was a member of the Wellesly College faculty.

#### Arkansas

Mrs. Myrtle Greeson died on January 23, 1949. She was a charter member of Upsilon chapter and was, at the time of her death, serving as membership chairman. An outstanding teacher who was esteemed by both students and fellow teachers, Mrs. Greeson will be long remembered by her fellow townsmen.

#### California

The Alpha chapter reports the death of Ethelyn Bishop who died in Los Angeles on June 1, 1948. Miss Bishop had been a member of the organization since 1937, had served as the president of her chapter and in all sorts of committee assignments. She was a specialist in primary and kindergarten work.

The Alpha Iota chapter lost a valued member in the death of Miss Clara Tuttle of Berkeley. Miss Tuttle died on December 29, 1948

in Santa Rosa. She had been a member of the chapter for eight years.

#### **District of Columbia**

Not only the Beta chapter but the public schools generally suffered a severe loss in the death of Mrs. Ruth Kincer Webb who died on November 21, 1948. She had served as president of her chapter and was a great asset in committee work and discussions. She was Director of the first division of elementary schools of the District, had written and spoken widely on child development and taught frequently at the George Washington University and the University of Maryland. She had nearly finished her work on a doctorate in education.

The state organization lost a beloved honorary member in the death of Miss Catherine R. Watkins who had lived in the capital city for many years and who had been selected by Delta Kappa Gamma in 1943 as the year's outstanding woman in education. Miss Watkins made history in her direction of kindergartens from the time of their establishment in the District of Columbia in 1898 until her retirement in 1936. She was President of the International Kindergarten Union, the predecessor of Association for Childhood Education. She was widely known throughout the United States as a speaker and writer and was an international leader in the field of progressive education. Miss Watkins will not soon be forgotten.

#### **Florida**

On November 25, 1948, Miss Ejda Stenwall, a member of Alpha chapter, died in Jacksonville. She was a charter member of the chapter and for several years had served as Chairman of the Music Committee. For eighteen years she was Dean of Girls in John Gorrie Junior High School. She was widely known for her charming personality and sympathetic understanding of young people.

#### **Iowa**

Miss Carol Thelma Simonson of Council Bluffs and member of Beta chapter died on November 30, 1948. She had been a member of the organization for seven years. She was an officer at the time of her death and was generous and loyal in her contributions to the activities of the chapter. She was active in the work of AAUW, Pi Lambda Theta and various educational groups in the area. She was principal of Walnut Grove School in Council Bluffs.

The Eta chapter lost its president when Regina Friant of Ames died in the Greeley Hospital on November 13, 1948. Miss Friant had served as chairman of the State Committee on Teacher Recruitment. She was a nationally known leader in the field of home economics and had been a member of that department at the Iowa State College for twenty-five years.

#### **Louisiana**

The Delta chapter of New Orleans lost its president, Sylvia

Moore, who died on January 7, 1949. The fellow members of her chapter are feeling the loss of her vibrant personality, her strength of character, her excellent judgment, and unflinching kindness and generosity. She was tireless and enthusiastic in her work and in her life and was to her friends a never-failing source of inspiration.

#### Mississippi

Miss Gabriel Houston of Oxford, Mississippi and a member of Kappa chapter died on December 21, 1948. She was a charter member of her chapter and was always actively interested in the organization and zealous in her efforts to bring about constant improvement. She was an active worker in the Elementary Principals Association and always attended the annual meetings.

#### Missouri

The Theta chapter lost a loyal and active member in the death of Miss Mabel Herndon at her home in Cisco, Texas on December 2, 1948. Miss Herndon was for twenty-five years on the staff of the Bonne Terra High School and was held in the highest esteem by her students and fellow teachers. She had been a member of the organization since 1943.

#### Montana

The Delta chapter records the death of Mrs. Anna DeCew Sander of Great Falls, Montana. She died on December 16, 1948 at Vallejo, California. She was chairman of the

Music Committee for her chapter and was active in music organizations, not only in her community but throughout the United States. Her loss will be deeply felt.

#### Nebraska

The Beta chapter reports the death of Mrs. Elizabeth M. Knutson who died on September 28, 1948, in North Platte. Never too ill nor too tired to give extra time and help to any child who needed her, she was widely known for her devotion to children. A loyal and unselfish friend as well as a distinguished teacher, she will be sorely missed.

The Epsilon chapter lost an active and a very valuable member in the death of Katherine B. Lambart. Miss Lambart was loyal and efficient in carrying on the activities of the chapter and had a distinguished career as a normal training teacher. She was active in the Business and Professional Women and the Red Cross.

#### New Mexico

The Eta chapter of Las Vegas lost an active member in the death of Mrs. Muriel McWenig. She passed away on November 2, 1948 in Las Vegas.

#### Ohio

The Alpha Psi chapter reports the death of Miss Helen Lucille Arnold at her home in Zanesville, Ohio. She had been chapter president for two years and served efficiently on many committees. Her

community interests were wide and progressive. She will be greatly missed.

**Pennsylvania**

Dr. Clara M. Shryock of Wilmore, Pennsylvania died on October 14, 1948. She had been a member of the Iota chapter for less than a year, but she was widely known for her work in the state on nutrition and hot-lunch program.

**South Carolina**

Miss Jennie B. Goldsmith of Fountain Inn, South Carolina, and a member of Delta chapter died on November 13, 1948. She was widely known and well beloved. Her fellow members mourn an enthusiastic and devoted member.

**Texas**

Alpha Tau chapter reports the death of Mrs. Ethel C. Ingram on April 19, 1948. She died in Terrell, Texas. Her ill health for several years prevented active service in the work of her chapter, but she managed to extend hospitality and to

do many kindnesses for the members of her chapter. She will be missed greatly.

The same chapter lost another member on August 15, 1948 when Mrs. Myrtle Ingram of Terrell died in Estes Park, Colorado. Although Mrs. Ingram had been initiated as an associate member she contributed as much as any active member. Her home was always open to state and national members and many chapter meetings were held there. Widely traveled, she brought to the chapter not only a wealth of inspiration but stimulation from her own experience.

**Washington**

The Alpha chapter lost an outstanding member in the death of Mrs. Marie Kuhl in Tacoma. She was a charter member of the chapter and was initiated in 1941. She had served as chapter and state officer and in a variety of capacities on several committees. Her civic and church interests were wide, and her work for unfortunate children was well known.

# Delta Kappa Gamma Insignia



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